

# THE SCHOOL JOURNAL.

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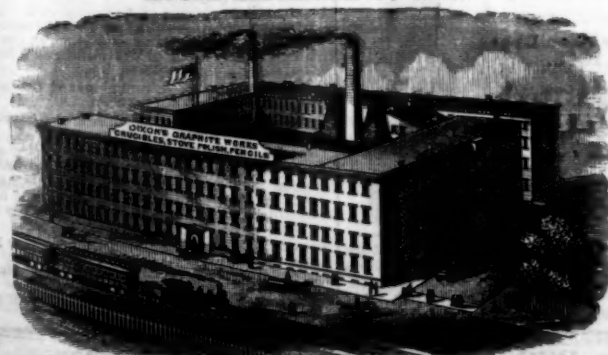
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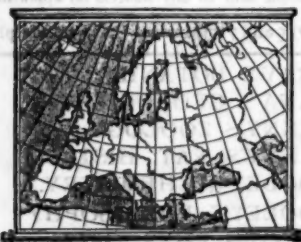
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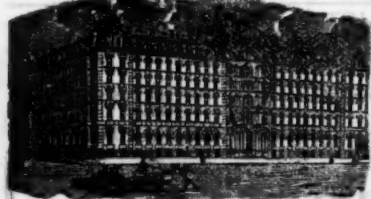
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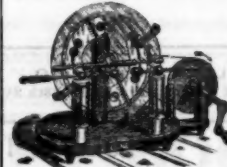
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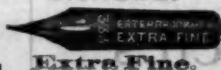
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MORE things are wrought by prayer

Than the world dreams of. Wherefore let thy voice

Rise like a fountain for me night and day,

For what are men better than sheep or goats

That nourish a blind life within the brain,

If, knowing God, they lift not hands of prayer

Both for themselves and those who call them friend?

For so the whole round earth is every way

Bound by gold chains about the feet of God.

—TENNYSON.

MR. WINGATE recently defined a crank to be an implement with which to effect revolutions. All of the eight hundred delegates to the recent Massachusetts prohibition state convention wore on the lapels of their coats a tiny brass crank, pinned over a bit of blue ribbon. This was all right, for cranks have done a great deal of overturning. Every member of the old Continental Congress, and

every signer of the Declaration of Independence was a crank, in the opinion of George III. George Washington, and Benjamin Franklin were first-class cranks, judged by the aristocrats of the old world. Socrates was a wicked crank in the opinion of a majority of his fellow-citizens; so was John Bunyan, and John Milton, and Savonarola, and Columbus, and a host of equally honored names, of whom the world was not worthy. Comenius was the first crank, who dared to publish an illustrated school-book, and Pestalozzi was the first of his race who had the courage to teach boys in accordance with the principles of Baconian philosophy. The fact is, cranks are only such, as viewed by the light of the age in which they lived. The Puritans, who hung witches, and banished Roger Williams, were not thought peculiar by the leading thinkers of their times, but we know now that their convictions of truth would be laughed at by the whole civilized world. They were cranks.

Your sleek, proper man, who takes off his hat and begs leave to apologize to the world for his thoughts, is a hypocrite of the first class. He isn't a crank, for he hasn't either brains or heart enough to be one. Thousands of people called Beecher a crank, but if ever an honest thinker lived, Beecher was one, and the world will come to acknowledge it before many years. Every progressive teacher will be called a crank. Let him denounce mechanical teaching of spelling, unpractical arithmetic, senseless grammar nonsense, and unnatural reading, and the whispered word goes round, "Don't you think he's a little cranky?" The educational world has occasion to return hearty thanks for the existence of this maligned class. *Thank God for cranks!*

A HUNDRED years of constitutional government!

What a record is this! Never before in the history of the world could that sentence have been written in the same sense as to-day. There have been constitutions. The Magna Charta of 1215 was a move towards one. So was the first house of commons, and forbidding arbitrary taxation, and the petition of rights in 1628, and the habeas corpus act, and the reform bill in 1832. The time will come when the government of Great Britain, like the United States, will be a government of the people, by the people, and for the people, but it cannot be so long as the right to rule is transmitted from father to son. When Franklin signed his name to the Constitution at the close of the famous convention, he turned to Washington, the presiding officer, and pointing to a painting back of his chair representing the sun poised just above the horizon, said: "I have often and often, in the course of this session, and in the solicitude of my hopes and fears as to its issue, looked at that picture, without being able to tell whether it was rising or setting. But now, at length, I know that it is a rising and not a setting sun." On the centennial of this memorable occasion, President Cleveland said: "We stand to-day on the spot where this rising sun emerged from political night and darkness, and in its own bright meridian light we mark its glorious way. Clouds have sometimes obscured its rays, and dreadful storms have made us fear, but God has held it in its course and through its life-giving warmth has performed His latest miracles in the creation of this wondrous land and people."

Is constitutional government safe for another hundred years? This depends upon who are its representatives in legislative halls—upon who make our laws—for law-makers cannot be better than themselves. They come directly from the people, who are the source of all political power. But a law has no force. It is as harmless as the paper upon which it is printed. The execution of the laws, as well as their framing, depends upon the people. The people make our country. This is a truism, but

it is a good one, notwithstanding. The people, through their representatives, make their own laws by which to govern themselves. Now, what would happen if they should refuse to be governed by them? Nothing but anarchy; not bad government, but no government at all. In order to avoid this catastrophe, there must be two things: (1.) People who know what laws ought to be obeyed, and (2.) who are willing to obey them. Intelligence and obedience! What is greater? Nothing, if in intelligence is included a knowledge of right and wrong. Here are the elements of all good government, brain power, moral power, will power—these three, but the greatest of these is moral power, or virtue. It was Cicero's fear, at the time of Catiline's conspiracy lest there was not virtue enough in the nation to save it.

VIRTUE. Look at its magnificent derivation. *Virtus*, strength, courage, excellence, from *vir*, a man. Yes, a man is the noblest work of God; not an idiot, or a sycophant, a coward, or a hypocrite, but a man! Let our nation be composed of men, and it will be full of *vir*-tue, God-like, for God made man in his own image.

Here is work for the schools: the making of men. And this word man is not masculine, not specific, but generic. It is not a solecism to say that the best part of mankind is womankind. The best of the many virtues are possessed by women. They are citizens of these United States, and through the virtue they imparted to their husbands, and their children, have made this country what it is. All honor, on this centennial month, to the men and women who, under God, made this land.

In view of these truths, we should heartily join with President Cleveland in his Philadelphia address, at the close of which, referring to our Constitution, he said:

"We receive it sealed with the tests of a century. It has been found sufficient in the past, and in all the future years it will be found sufficient if the American people are true to their sacred trust."

"Another centennial day will come, and millions yet unborn will inquire concerning our stewardship, and the safety of their Constitution. God grant that they may find it unimpaired! and as we rejoice in the patriotism and devotion of those who lived a hundred years ago, so may others who follow us rejoice in our fidelity, and in our jealous love for constitutional liberty."

AN irrepressible conflict is going on all over our country between the races. We wish it were otherwise, but since this cannot be, we must meet conditions as they are, and provide for them. The peoples of these states are here to stay. The colored race cannot be transported to Africa, even though we might desire their going, as we certainly do not. We are all here—Mongolian, Caucasian, Malay, and African. Let us stay in a manner most profitable to all sections.

One section in this conflict relates to the teachers in white and colored schools in the South. In reference to this subject, Rev. H. H. Tucker, of Atlanta, Ga., recently said:

"The negroes here submit to the instruction of white teachers in their schools, because, as they think, they can do no better. But the time is coming when they will be as unwilling to have white teachers as they now are to have white preachers. The beginning of the end has already set in, and it has set in violently. In Atlanta we have a very good system of common schools, the whites and the blacks being separate, but the accommodations and advantages being the same for each. Some of the schools for blacks were furnished with white teachers; but only last week, just previous to the annual election of teachers, there came a huge protest from the negroes of the city against white teachers in the negro schools. No complaint was made against the teachers whom they had had; the only objection to them was the color of their skin."



## EDUCATION DAY.

In the early efforts to improve the state of education, the people were persistently appealed to. At the meetings held, they were urged to be present; the need of better buildings, better teachers, longer terms, were presented to the people themselves; they in turn, must sanction the increased taxation needed. The people were convinced, and better buildings were ordered; the school year, instead of four or five months, became ten; teachers' institutes, and normal schools were appointed.

The mighty change that has been made was effected by enlightening the people; and to carry on the improvements yet to be made, the people must still be appealed to. There ought to be a systematic and concerted effort made by all the teachers to draw attention to the public schools. It is the practice of some teachers to have a sermon preached upon education, at least once each year, in all of the churches of their town. It is an excellent custom; it should be made universal. Let it be attempted this year by all who read this paper. Let the clergyman be visited, and a day fixed, suppose the second Sunday of October. Let the children and parents be invited by the teacher, and let the needs and value of education be urged from the pulpit. The utterances of the minister will be of great value in the present, as they have been in the past. Very much of what has been already accomplished is due to the hearty help the clergymen of all denominations have given. It has reacted on the church. It has made the people who attend church more able to understand the preacher. Almost every one of the seventeen million church members in the United States have been members of the public schools. The clergy will be found willing, if their aid is invoked. Let the teacher not neglect to obtain their co-operation. An additional step should be taken. We have just had a new holiday added, called Labor Day. We doubt its usefulness. But there is need that all the schools should have a day to celebrate education. Suppose this day to be the second Friday in June. Suppose the day taken up in exercises at the school house that shall set forth the delights and advantages of education. Let the parents be invited; let speakers be secured, and the day be made a memorable one in the year. Yes, let there be an Education Day in a land that believes so firmly in education.

This is a subject that will interest a wide circle. The teachers should write articles urging it in their local papers. There are some who have followed the plan of having sermons preached, and they deem it an excellent one. Why should it not become universal? There are others who have had a day in the spring set apart called Children's Day, in which the parents were invited to the school house and entertained. They have found it most beneficial.

Friends, think of this thing. Write us your views. Set the ball of education rolling among the parents.

## A GLIMPSE OF WHAT IS COMING.

A SERIES OF ARTICLES ON SCHOOL-ROOM WORK. By Wm. M. Giffin, Newark, N. J. *They will be practical.*

A SERIES OF ARTICLES ON PRACTICAL GYMNASTICS. Illustrated. By Supt. W. J. Ballard, Jamaica, N. Y.

SEVERAL TALKS ON PHYSICAL GEOGRAPHY, as given by a principal to his pupils. By Supt. Sherman Williams, Glens Falls, N. Y.

HOW TO TEACH WRITING. *Many Articles.* By Prof. Edwin Shepard, Newark, N. J.

EDUCATIONAL PRINCIPLES. By Supt. C. E. Meleney, Paterson, N. J. *Each principle will be the subject of one article. It will be shown by references to standard authors that they are accepted principles, and then their philosophical and practical value will be explained.*

PSYCHOLOGY BY COL. PARKER. These are abstracts of lectures delivered at the Cook Co. Summer School, reported by Miss E. E. Kenyon.

DRAWING. By Frank Aborn, Cleveland, Ohio. These will be both exhaustive and scientific.

POLITICAL ECONOMY. By E. W. Bemis, Ph.D., Springfield, Mass. The titles of this course will be:

- I. Civic Training in the Public Schools.
- II. Efficiency of Labor.
- III. Division of Labor.
- IV. Land as an Agent in Production.
- V. Capital and Employer.

SIMPLE EXPERIMENTS. By Prof. John F. Woodhull, State Normal School, New Paltz, N. Y.

A SERIES of articles on "GERMAN METHODS" is promised by Levi Seeley, Ph.D., of Lake Forest, Illinois. They will have special reference to reforms practicable in our American public school system.

SUPT. C. E. MELENEY, of Paterson, N. J., will continue "TALKS ON ARITHMETIC" from his Asbury Park Note Book.

ARITHMETICAL PRINCIPLES AND PRACTICE, from a new standpoint. A series of suggestions and criticisms by Prof. W. A. Shoemaker, State Normal School, St. Cloud, Minn. Prof. Shoemaker will say some things many of our readers will not at first accept, but they will see their error before he gets through writing.

"WORK FOR LITTLE HANDS," by Mrs. C. E. Meleney. This series was commenced last year and highly approved. Many teachers have requested its continuance.

"INDUSTRIAL EDUCATION; A GUIDE TO MANUAL TRAINING," by S. G. Love, superintendent of schools, Jamestown, New York, has just been issued by the publishers of the JOURNAL. A review of this long expected book appeared in the last issue of the SCHOOL JOURNAL (Sept. 17), to which we invite special attention.

A NEW edition of 25,000 copies (making 85,000 in all), has just been issued to supply the call for the valuable descriptive catalogue of books for teachers issued by the publishers of the JOURNAL. It includes all the teachers' books of value to date, together with a full description of several remarkably helpful volumes just issued.

TREASURE-TROVE is rapidly and surely making its way. Wherever taken it seems to be greatly liked. The need of a bright, pure little paper like this for use in the school-room has long been felt. The publishers have decided to make a special offer for three-months subscriptions that will be, we feel sure, responded to largely by our readers. See another page.

A WORTHY candidate for the office of commissioner was defeated the other day. Why? Because his opponent laid in with a lot of hoodlars, and by means of bribery obtained control of the convention. The defeated party was even offered \$1,200 to get out of the way. But he said to his honor he refused the bribe, preferring honorable defeat to selling out those who honestly supported him and his canvass. Is it not full time this "boodle" business was stopped?

"ACCURATE words, correct syntax, and good rhetoric, are as essential to true hearing as to true speaking."—S. S. Times.

A CERTAIN amount of educational reading is essential to good teaching.

SO-CALLED knowledge that cannot be communicated is not knowledge.

September work will tell next June.

The autumn is the best time of the whole year for effective school-room work.

What educational book are you reading?

How do you train your pupils to remember? By giving them long lessons to commit to memory? Then you are doing wrong. Association is at the basis of true memory.

It is easier to stop the beginnings of evil than its full flood when the stream has gathered force.

Good habits come from good characters—vice versa—good character, good habits.

Manners and morals are twins. Manners are not external but internal. A bad man cannot have good manners. He can put on the counterfeit covering, but the wolf's ears, feet, and walk will give him away.

Good temper comes from a clear conscience and a good stomach.

The West Virginia school teachers are sound on the saloon question; at the recent State Teachers' Association, a resolution favoring the prohibitory amendment was adopted unanimously.

FRANK R. STOCKTON at one time suffered much pain in his eyes, and was forbidden to read. The first day that the doctor granted him half an hour with a book his friends were curious to know what book he would select. "Give me some advertisements," he demanded, and explained, as a shout was raised, "Yes, I am pining for advertisements. My wife has read everything else aloud to me, but I hadn't the heart to ask her to read the advertisements." For several days he devoted the whole of that precious half-hour to advertisements.—*The Epoch.*

DR. LEVI SEELEY has been received in his new field at Lake Forest, Illinois, with a warmth and heartiness that is exceedingly gratifying. His school is crowded as never before, and work has commenced with an enthusiasm that tokens great success.

THE Georgia legislature has under consideration the following bill:

"Be it enacted that, from and after the passage of this act, no school, college, or educational institution in this state, conducted for the education and training of colored people, shall matriculate or receive as a pupil any white person, nor shall any school, college, or educational institution conducted for the training of white persons receive or matriculate any colored person as a pupil, nor shall any school, college, or educational institution receive or matriculate both white and colored persons."

SUPERINTENDENT MACALLISTER, of Philadelphia, arranged for appropriate exercises on Wednesday last, commemorative of the framing and promulgation of the constitution of the United States, in all the grammar schools under his supervision. In a circular he said: "The great event which took place within the sacred precincts of Independence Hall, one hundred years ago, cannot be too strongly impressed upon the minds of our young people; and it is believed that such exercises arranged in the schools, will serve to enlarge and strengthen the effect produced by the celebration to be held under the direction of the centennial commission, on the three succeeding days."

Each school made its own arrangements, but the following general order was followed in all the schools of the city:

1. Patriotic songs interspersed throughout the exercises.
  2. Declamations or readings appropriate to the event commemorated.
  3. A short essay, by one of the pupils, on the adoption of the constitution.
  4. Short addresses by leading citizens.
- The occasion was one of great interest, and the exercises in the schools unusually attractive.

At the recent international meeting of the doctors at Washington, Henry Day, of London, read a paper on "Headaches in Children, and their relation to Mental Training." He advocated the establishment of a medical board to determine the physical and mental fitness of pupils desiring to enter certain grades of schools. Out of 3,140 children in Copenhagen examined, twenty per cent. had sick headaches on entering school. After two years, the proportion increased to thirty-three per cent., and just before the age of twelve or fourteen, to forty per cent.

Dartmouth College is rejoicing because Wilson, the Williams College pitcher, will enter the junior class this fall. It is said he did very effective work for Williams last spring, but whether this "effective work" was literary or muscular, the reporter has not told the world.

The right kind of college boys are always looking out to help themselves. Fifteen Dartmouth College men held positions as head-waiters or clerks last summer. Two years ago a freshman helped to construct a road to the summit of the outlying peaks of the White Mountains; he then acted as clerk at the hotel built on the top, and this summer he alone conducted the hotel, and as the resort became quite popular, he cleared more than enough to pay his expenses while in college this winter. A few students have canvassed during the past summer. One expert at the business not only employed sub-agents, but worked for a Bible house at a salary of \$38 a week. A few have spent the vacations on New Hampshire farms, making hay, and have returned with about \$50 for their summer's work, with plenty of tan and toughened muscles. Two men joined a band playing at one of the beaches, and have made more than their expenses.



## PERSONALS.

**BISHOP WILLIAM L. HARRIS, D. D., L. L. D.**, for years one of the most prominent pillars of the Methodist Episcopal Church in America, died in New York, September 2, of heart disease. He was educated at Norwalk Seminary and in 1841 became a tutor in the Ohio Wesleyan University. In 1851 he went to Delaware and took entire control of the academical department of the State University, after which he became professor of chemistry and natural history. He was made a bishop in 1872, and was especially devoted to the founding and fostering of foreign missions.

**PROF. JOHN M. VANVLECK** will fill the place as president of Wesleyan University, Middletown, Conn., for the coming year.

**MISS LOUISE J. KIRKWOOD**, of the Wilson Industrial School, New York City, has prepared a sewing practice cloth that will be a great aid to teachers in any school in teaching sewing. Eight graded lessons are printed on this cloth in such a manner, that the pupil can do for herself the entire work of cutting, basting, and sewing, in an orderly and systematic manner. The practice-cloths are sold by the dozen at very reasonable rates.

**MISS LILLIE E. COFFIN** late of the Cook County (Ill.) Normal School Faculty (Col. Parker), has resigned her position there in order to accept a better paying one in the Millersville (Pa.) State Normal School. She is highly spoken of as an institute instructor.

**VICE-CHANCELLOR HENRY M. MCCracken**, of the University of the City of New York, has just received the degree of Doctor of Laws from Miami College, his Alma Mater.

**PROF. WHEELER** recently resigned the Latin chair in Bowdoin College, to accept a similar position in the University of Virginia, and has now, owing to serious heart disease, been compelled to give up the latter.

**MR. GLENN** has surrendered enough to be willing that the punishment for teaching a white child in a colored school in Georgia shall be anything from five dollars fine to a year in the chain-gang for a hardened offender, at the discretion of the judge.

A **CLERGYMAN** who preached in a prison not many Sundays ago began his discourse with, "My friends, am glad to see so many of you here this morning." A teacher used the same words in his opening talk at the commencement of a new term. There was a difference in its application.

## A FEW RULES FOR MINISTERS.

1. In case of illness or unavoidable absence, ministers should give prompt notice to their elders or deacons.
2. Ministers shall be in their respective pulpits each Sunday at 10 o'clock, A.M., and remain there until the close of service.
3. Ministers may occasionally visit other ministers provided they leave some one at home to attend to their duties.
4. It is expected that none shall be employed to preach but such as are willing to labor earnestly for their own improvement and the greatest good of their flocks. To this end all ministers shall aim at the utmost patience and godliness in doing their work, and shall adopt the best and most successful methods in preaching and practice.
5. Ministers shall give personal attention to the walk and conversation of their flocks, and shall watch carefully over them.
6. All loud and boisterous noises, throwing, wrestling, scuffling, and boxing, to and from church, or in the building, shall be preached against.
7. Ministers shall use all due diligence in securing the prompt attendance of all members of their churches at all church meetings.
8. Ministers shall not inflict bodily punishment upon any of their children above the age of fourteen, without first having obtained permission of legal authorities.
9. In all cases of difficulty between ministers and the people, the ministers shall be presumed to be right.
10. Ministers shall have watchful care over the morals of their flocks, as well as their hygienic habits.
11. Ministers shall steadily grade the members of their respective flocks in piety, devotion, and growth in grace according to blanks furnished by the bishops.



SAMUEL G. LOVE.

The second of a family of nine children, was born May 30, 1821, in the town of Barre, Orleans Co., N. Y. The early years of his life were passed on the farm of his father, where he became interested in, and learned how to conduct the business of successful farming. He acquired a good common school education in the district school in which he was raised.

At the age of sixteen he went to the Genesee Wesleyan Seminary at Lima, N. Y., and began the preparation for college, which was completed at the Millville Academy, a small institution in his native county.

He entered the sophomore class in Hamilton College at Clinton, N. Y., and completed the course of instruction there in 1846.

Then he engaged in teaching one of the public schools in the city of Buffalo, and at the same time read a course in law, fully intending to adopt that profession as the work of his life. But after two years his health became undermined by over-work, having contracted a pulmonary disease, which compelled him to give up all work for a year or more. When restored to health

## A FEW RULES FOR TEACHERS.

1. In case of illness or unavoidable absence teachers should give prompt notice to the proper officer.
2. Teachers shall be in their respective school-rooms at 8 o'clock, A.M., and remain there until the close of school in the afternoon.
3. Teachers may occasionally be allowed to visit other schools, provided they procure suitable substitutes.
4. It is expected that none will be employed in the schools but such as are willing to labor earnestly for their own improvement and the greatest good of their pupils. To this end all teachers shall aim at the utmost thoroughness and accuracy in giving instruction, and shall adopt the most approved and successful methods of government and discipline.
5. Teachers shall give personal attention to the order of the pupils in passing in and out of the school-rooms, and shall watch carefully over their conduct during the recesses.
6. Teachers shall see that loud and boisterous noises, throwing, wrestling, scuffling, and boxing, are not permitted in the school-room.
7. Teachers shall use due diligence in securing the attendance of all pupils in the district entitled to school privileges.
8. Teachers will not inflict bodily punishment upon any child above the age of fourteen years, without first consulting with the parents and guardians.
9. In all cases of difficulty between teacher and pupil, the teacher shall be presumed to be right.
10. Teachers shall have watchful care over the morals of their pupils and their conduct as well as their hygienic habits.
11. Teachers shall weekly grade each pupil in deportment and scholarship in each branch according to blanks furnished him.

again, poverty made it necessary for him to enter the school-room again.

In September, 1850, he opened Randolph Academy, remaining three years, and then returned to Buffalo, remaining there until 1859, when he was recalled to Randolph, where he continued in charge of the school about four years.

He has been compelled repeatedly to give up teaching for a time on account of failing health, and seek more active employment. But during all these years he was not satisfied with the outcome of education in our public schools, and there gradually developed in his mind a plan, a system, which he has undertaken to realize in the Jamestown public schools. It is his belief that the youth of the country should be prepared in the public school to enter upon the duties of life fully equipped for the race; that they should be instructed in all the subjects, both mental and physical, that are essential to qualify them for an intelligent choice of occupation or profession.

In 1865, he organized the Union school in Jamestown, N. Y., where he still continues with great success; the Union school in the meantime having grown with the town into a system of city schools.

Washington has finally been chosen as the site of the university, which so many learned and devout Roman Catholic clergymen have long desired to see established in this country. From various points of view the selection is admirable. A college at the capital of the Nation cannot fail to increase the respect felt for the Church among all who visit it—that is, if it really is a fine institution, both in its buildings and faculties. This condition seems to be recognized by the priests, bishops, and laymen directly interested in the scheme, and already nearly a million has been raised to carry on the work. The project must have the best wishes not only of Catholics, but of tolerant men of all shades of religious belief.

A PACKAGE of old letters, of more than usual interest, has come into our possession, which from their nature, we have concluded to call the "Confessions of an Educational Convert." The first one will appear next week, the remainder as fast as space can be found for them. Our readers will find them remarkably racy and exhilarating.

ONE of our editorial brethren is mourning over the want of ability shown in our papers. We are sorry he can't be induced to take our place. What a wonderful success he would achieve! But it occurs to us to ask, why, with all his talents, he cannot make his own paper pay? Strange, isn't it? Perhaps the next time he reads his New Testament he may turn to the verse commencing, "And why beholdest thou the mote," etc., and it may occur to him that it may have a personal application.

## LECTURES ON PSYCHOLOGY.

BY COL. F. W. PARKER.

## II.

Reported by Miss E. E. Kenyon.

## THE CONCEPT.

The individual concept is that which, in the mind, corresponds to some external object. We say that it corresponds. That is a matter of judgment.

An individual concept is separated in the consciousness from everything else. You could write for hours the names of individual concepts as they come into the mind, each one of which is a synthesized whole, separated from externality, separated from all else that is in the consciousness, and describable.

We cannot describe any external object, but only what corresponds in consciousness to the object. Stop and think whether or not this is true. Be very careful about accepting premises, for you may have to go back and change them. Take nothing dogmatically, but search for the truth.

If it be true that we can describe only the contents of consciousness, how much time is wasted in trying to get children to describe what is not in their consciousness? Meeting with inevitable failure, we write the description on the board and let them copy it. How much morality is there in this?

Expression must correspond to concept. To separate a concept into its elements, and tell of them and their relations, makes the description.



How closely, then, can we describe? Only as far as we are conscious. We cannot describe without a concept; we cannot give an adequate description without an adequate concept. Approach to adequacy in description depends upon approach to adequacy in concept.

Let the child express that which is within him, and lead him from that toward adequacy.

Is the ability to form concepts a measure of mental power? Think for yourselves. Some minds have, from habit, a craving for facts, presented in words by book or teacher. But all that we know we must ourselves discover. All growth is by self-activity.

Each of us has a certain number of concepts, caused, originally, by individual objects. By recalling former concepts at each new presentation of the corresponding objects, we can test their adequacy. The power to form adequate concepts means the power to be conscious of elementary ideas in relation. This power can be cultivated.

By an effort of the will in the presence of the object we can hold a concept in the mind, and analyze it. That is observation.

Of what is this concept made up? Of elements. We call these elements percepts. Percepts are the simplest products of the mind acted on by externality.

They cannot exist alone, but only in combinations, in concepts. Our concept of a horse is made up of various precepts of form and color.

They cannot be described. We cannot describe blue, because there is nothing else like it. They cannot be analyzed.

(Question by pupil: What is the difference between a percept and a sensation?)

Sensation is an ambiguous term. Out of psychology it has several meanings. In psychology it is a pure abstraction, not directly cognized by the senses.

(Was there no cognition in the sensation with which the child viewed the elephant?)

Wonder is an emotion, not a sensation. The child's consciousness was *emoved* by so strange a spectacle.

It is impossible to judge how nearly these percepts correspond with related elements in externality. We do not see the green of that tree, but only something in the consciousness induced by the presence of the color to our outward sense.

We cannot compare external objects, but only their concepts, as they exist in our minds. If we hold a concept, ego views it as a whole and believes that it exists, or does not exist, in externality. But it is all belief. We have, as yet, no proof that the real tree is like our concept of the tree.

Whether this be true or not, we are absolutely dependent upon these concepts for all mental action. To what extent, then, should they and the laws controlling their growth engage the attention of teachers?

#### HOW TO LEARN HOW TO LEARN.

An abstract of the best things in a recent lecture by Professor Henry Drummond.

Truth is not a product of the intellect alone; it is a product of the whole nature. The body is engaged in it, and the mind, and the soul.

The body is engaged in it. Of course, a man who has his body run down, or who is dyspeptic, or melancholy, sees everything black, and distorted, and untrue. But I am not going to dwell upon that. Most of you seem in pretty fair working order so far as your bodies are concerned; only it is well to remember that we are to give our bodies a living sacrifice—not a half-dead sacrifice, as some people seem to imagine. There is no virtue in emaciation.

The Pharisees asked about Christ: "How knoweth this man letters, never having learned?" How knoweth this man never having learned? The organ of knowledge is not nearly so much mind as the organ that Christ used, namely, obedience; and that was the organ which he himself insisted upon when he said: "He that willeth to do His will shall know of the doctrine whether it be of God." You have all noticed, of course, that the words there in the original are, "If any man will to do His will he shall know of the doctrine." It doesn't read, "If any man do His will," which no man can do perfectly; but if any man be simply willing to do His will—if he has an absolutely undivided mind about it—that man will know what truth is and know what falsehood is; a stranger will he not follow; and that is by far the best source of spiritual knowledge on every account—obedience to God—absolute sincerity and loyalty in following Christ. "If any man will do His will

he shall know"—a very remarkable association of knowledge, a thing which is usually considered quite intellectual, with obedience, which is moral and spiritual.

But even although we use all these three different parts of the instrument, we have not at all got at the complete method of learning. There is a little preliminary that the astronomer has to do before he can make his observation. He has to take the cap off his telescope. Many a man thinks he is looking at truth when he is only looking at the cap. Many a time I have looked down my microscope and thought I was looking at the diatom for which I had long been searching, and found I had simply been looking at a speck of dust upon the lens itself. Many a man thinks he is looking at truth when he is only looking at the spectacles he has put on to see it with. He is looking at his own spectacles. Now, the common spectacles that a man puts on—I suppose the creed in which he has been brought up—if a man looks at that, let him remember that he is not looking at truth; he is looking at his own spectacles. There is no more important lesson that we have to carry with us through this conference than that truth is not to be found in what I have been taught. That is not truth. Truth is not what I have been taught. If it were so, that would apply to the Mormon, it would apply to the Brahmin, it would apply to the Buddhist. Truth would be to everybody just what he had been taught. Therefore let us dismiss from our minds the predisposition to regard that which we have been brought up in as being necessarily the truth. I must say it is very hard to shake one's self free altogether from that. I suppose it is impossible; but you quite see the reasonableness of giving up that as your view of truth when you come to apply it all around. If that were the definition of truth, truth would be just what one's parents were—it would be a thing of hereditary transmission, and not a thing absolute in itself. Now, let me venture to ask you to take that cap off. Take that cap off now, and make up your minds you are going to look at truth naked—in its reality as it is, not as it is reflected through other minds, or through any theology, however venerable. Here, as we meet as a formative school of theology for a week or a fortnight, we must look at things for ourselves.

Then, there is one other thing I think we must be careful about, and that is—besides having the cap off, and having all the lenses clean and in position—to have the instrument rightly focused. Everything may be right, and yet when you go and look at the object you see things altogether falsely. You see things not only blurred, but you see things out of proportion. And there is nothing more important we have to bear in mind in running our eye over successive theological truths, or religious truths, than that there is a proportion in these truths, and that we must see them in their proportion, or we see them falsely. A man may take a dollar or a half-dollar and hold it to his eye so closely that he will hide the sun from him. Or he may so focus his telescope that a fly or a boulder may be as large as a mountain.

If you have too much of the bass, or too much of the soprano, there is want of harmony. That is what I mean by the want of proper focus—by the want of proper balance—in the truths which we all hold. It will never do to exaggerate one truth at the expense of another, and a truth may be turned into a falsehood very, very easily by simply being either too much enlarged or too much diminished. I once heard of some blind men who were taken to see a menagerie. They had gone around the animals, and four of them were allowed to touch an elephant as they went past. They were discussing afterwards what kind of a creature the elephant was. One man, who had touched its tail, said the elephant was like a rope. Another of the blind men, who had touched its hind limb, said, "No such thing! the elephant is like the trunk of a tree." Another, who had felt its sides, said, "That is all rubbish. An elephant is a thing like a wall." And the fourth, who had felt its ear, said that an elephant was like none of those things; it was like a leather bag. Now, men look at truth—at different bits of it, and they see different things of course, and they are very apt to imagine that the thing which they have seen is the whole affair—the whole thing. In reality we can only see a very little bit at a time; and, we must, I think, learn to believe that other men can see bits of truth as well as ourselves. Your views are just what you see with your own eyes; and my views are just what I see; and what I see depends on just where I stand, and what you see depends on just where you stand; and truth is very much bigger than an elephant, and we are very much blinder than any of those blind men as we come to look at it.

#### THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

BY ELIZABETH PORTER GOULD.

Those who are privileged to attend an annual commencement of the Perkins Institution and Massachusetts School for the Blind, have before them an object lesson of surprise and interest unsurpassed in the annals of educational work. That of this year, which occurred at the Tremont Temple, in Boston, on the afternoon of June 7, was made even more impressive than usual by the presence of the ten little children, constituting the membership of the kindergarten recently added to the institution. The building for this, which was built on a delightful location at the corner of Perkins and Day Streets, Roxbury, was dedicated on the 19th of April, and opened to pupils on the 2d of May. Through the indefatigable efforts of friends of the movement, it is now free from debt. But as Mr. Anagnos, the director of the institution, said in his earnest plea at the commencement exercises, they were anxious to raise a permanent fund for its support, that all unnecessary anxiety might be removed from the general care attending their labors.

The importance of this kindergarten can only be estimated by the fact that never before, under any aid, either private, municipal, state, or national, has the way been opened for the education of blind children under ten years of age. This, with the fact that the practical work of the kindergarten is the most effective for such, because the most suggestive, makes the year of this addition to the Perkins Institution a marked one in its history. It is the beginning of greater things yet in store, since it comes nearer the secret of this century's educational work, the development of the child.

As I looked upon these little sightless children working out in clay the ideas they expressed in song, I could but think of what the late Mrs. Anagnos—the lamented wife of the director—once said in a discussion we were having on the philosophy of restoration. "Why," said she, with her sweet smile and beautiful enthusiasm, "the greatest hope of restoration lies in the children. They are nearer the source of light. I believe that Christianity's work will not be fulfilled until all the senses which have become deadened can be restored, for to restore is Christianity's great province—to restore even in the physical realm. To doubt this delays progress for generations, just as to believe it hastens progress."

The conversation then branched out into the realm of heredity, by which, through acquired force becoming an inheritance, I was led to see as never before the possible fulfilling of prophecy that in the fullness of time, man, poor, fallen man, wherever found, was gradually to be lifted to a normal physical, as well as to a finer spiritual condition.

Mrs. Anagnos' sweet thought, born, as I so well knew, out of pure love and help for the unfortunate, thus made clearer to me the necessity of an unbounded faith in Christianity's power to do such a work, for without its spirit of brotherly love and sympathy, such fruition would be an impossibility.

This matter has also a practical illustration in the wonderful beginnings now manifest in teaching the dumb to speak. No one can visit such institutions as the Horace Mann School for the Deaf, in Boston, the Clarke Institution, at Northampton, or the National College, Kendall Green, at Washington, without being impressed with the value of human patience and sympathy working in love's name, for the restoration of a deadened sense. And all this work is yet in its infancy. No one can dream what shall be. Another Laura Bridgman—if such there can be—will talk. Indeed, it was with a thrill of joy I recently heard this wonderful woman say, in a clear voice: "Doctor B."—two words she had learned years ago; also, "baby, baby." These she said feelingly, as a baby's hammock was put into her hands. But this was all. The fingers went on in their silent work receiving and giving the only messages for further thought.

I recall the joy she manifested upon receiving a handful of beautiful pansies. After pinning them upon her bosom, she quickly caught the hand of her companion, and said, in her way, "I don't know as the purple harmonizes with the red bow I have on." Such quick thought and fine discrimination are not always found in those who have all their senses in working order.

I was amazed at the rapidity of thought passing through her mind, as it revealed itself in expressions of her face and manner.

There seems to me no grander fruit of successful edu-



deavor under the greatest natural obstacles, than this shut-up soul now able to give and receive impressions mainly through the sense of feeling. As in total darkness and silence she sat upon the platform at the recent commencement exercises, listening—ah, can I say that?—yes, listening through the constant action of her fingers with a receptive companion, she unconsciously left an impression upon those who saw her which no words can express. It seems to me to be a profound privilege of a life-time, to have seen this wonderful monument of loving, patient endeavor. No wonder that Charles Dickens went over to South Boston to see her, and was moved to say what he did of her and the institution, in his "American Notes." His keen imagination appreciated to the full, not only her deprivations, but the marvelous work which Dr. Howe and others had done for her.

To the graduating class of this year, consisting of one young woman and nine young men, Dr. Samuel Eliot, the presiding officer, was particularly apt in his remarks accompanying the presentation of diplomas. While he deeply recognized the disadvantage under which they would labor in a world of struggle, he assured them they had a special mission to perform, that of teaching perseverance and faith under difficulties, while being inspired with the worthy purpose of ever seeking the pure and the true.

#### AN ECONOMICAL TRAINING SCHOOL.

BY ELLEN E. KENYON.

In many large cities the popular ideal of a public school education consists merely of a knowledge of the three "R's." It is held, in connection with this low conception of what our schools should do, that any one who knows the alphabet can teach it, and that the scholarship required of the teacher should not, for economy's sake, be very far in advance of that which she is expected to impart to her pupils. In such localities it is hard to wring from the unwilling taxpayer so costly a luxury as a training school. It is difficult even when the board of education happens to be composed of exceptional men, thoughtfully observant of the work of the schools, its spirit, and its results in citizenship. Such a board, though earnestly desiring to enhance the value of the schools under its supervision, is often compelled by narrowness of means to employ untrained teachers, to retain incompetency in important positions, and to see the schools almost stagnate under the niggardly economy of the local government. To such boards it is purposed here to give a hint.

From your corps of teachers select from three to ten of the brightest. Choose them carefully, with a view to, 1, enthusiasm and the power of imparting the same to pupils; 2, knowledge of pedagogics; 3, ability in psychological discussion; 4, general scholarship. Place them in the lowest primary grade. Station them in schools at equal distances apart, dividing your jurisdiction into sections for the purpose. Give to each of them a class of perhaps sixty children, the youngest in the school and including both sexes, and a class of from ten to fifteen of the young men and women soon to be employed by you as teachers. Place their salaries on a rising basis beginning with the most liberal figures at your command, and be careful not to lower any from that already drawn by the teacher in question.

Call these training teachers together once a month to report progress and devise fresh means. Their suggestions will enable you to provide many inexpensive improvements and appliances, and by discussion they will exchange valuable hints, brush away errors, and in many ways enhance their own ability as a corps of workers. Let the closest sympathy exist between these teachers and the employing body.

Suggest to them a plan of work somewhat like the following:

1. Divide each class of sixty children into two equal sections, one to attend school from 9 to 11 A. M., the other from 1 to 3 P. M. Place the brightest children in the morning division.

2. Require each training pupil to prepare at home one lesson scheme each day, adapted to the needs of the children. Subject these lesson schemes to general criticism, and from them make a suitable program for each day's work, each pupil-teacher giving the lesson prepared by herself.

3. Occupy the hour from eleven to twelve in discussing the work of the morning and planning that of the afternoon.

4. Occupy recesses during which the children are absent from the room, in blackboard practice by training pupils.

5. From three to four P. M., organize training pupils into a reading class. Select for their consideration only the best pedagogical works. Require them to read aloud in turn; subject their enunciation, etc., to class criticism, and pause frequently for discussion of subject matter. Include in the course of reading an easy work on psychology.

6. Encourage training pupils to obtain or manufacture additional material for use in instructing the children. Encourage children, also, to add to these resources from those at their command.

7. See that every faculty of child mind receives an appropriate share of the general culture, and that one mode or line of tuition is not pursued too long in preference to others of equal value.

8. Teach the art of introducing moral training into all the lessons of the day.

9. Teach the proper use of current educational literature.

10. Lead your pupils, children and graduates alike, in a never-ending search for more light.

It can hardly be doubted that classes of children so taught would gain as much of true culture as those under ordinary tuition, or that pupil-teachers would thus have their natural ability well tested and developed. The most important results of the expensive normal college would be achieved at a really trifling expense to the public.

The plan here sketched would add materially to the professional resources of those towns and cities having some, but insufficient, provision for the training of teachers.

#### "BUSY THE HANDS TO THE IMPROVEMENT OF THE UNDERSTANDING."

##### STRONG TESTIMONY IN FAVOR OF MANUAL TRAINING.

BY MISS H. R. BURNS, Superintendent of the Industrial Education Association, New York City.

NOTE.—From the Report on Manual Training read at the New York State Teachers' Association, Elizabethtown, N. Y.

From the reports of the leading institutions presided over by the most thoughtful educators in the country, it becomes apparent that industrial training is pursued chiefly as a means of mental development. The utilitarian argument in its favor is seldom urged, and is always secondary to that in its favor as an educational factor; to "busy the hands to the improvement of the understanding" seems to be the watch-word of the new education.

PROFESSOR JOHN D. RUNKLE,

Of the Massachusetts Institute of Technology:

"Hand instruction is given simply to broaden and vitalize the general education, by bringing into play all the student's aptitudes and capacities, and not to narrow it by specializing, and thus leading directly to class distinctions through educational means."

C. M. WOODWARD,

Director of the Manual Training School of Washington University, St. Louis, Mo.:

"It is not assumed that every boy who enters this school is to become a mechanic. Some will find that they have no taste for manual art, and will turn into other paths—law, medicine, or literature. Some who develop both natural skill and strong intellectual powers will push on through the polytechnic school into the realms of professional life as engineers and scientists. Others will find their greatest usefulness as well as highest happiness in some branch of mechanical work into which they will readily step when they leave school. All will gain intellectually and morally by their experience in contact with things. The grand result will be an increasing interest in manufacturing pursuits, more intelligent mechanics, more successful manufacturers, better lawyers, more skillful physicians, and more useful citizens."

DR. BELFIELD,

Director of the Chicago Manual Training School:

"Education, not manufacture, is the idea underlying the manual training. Consequently, the material products of the shops consist chiefly of exercises designed to develop skill in the use of tools. The educational value of construction is also recognized, and the course embraces a number of finished articles."

#### THE BALTIMORE MANUAL TRAINING SCHOOL

"Does not teach trades." Its aim is more comprehensive—it lays the foundation for many trades and at the same time recognizes the value of, and provides for intellectual discipline."

#### THE TOLEDO MANUAL TRAINING SCHOOL

"Clearly recognizes the pre-eminent value and necessity of intellectual development and discipline. This school exacts close and thoughtful study with books as well as with tools. It proposes, by lengthening the usual school-day a full hour, by abridging somewhat the number of daily recitations, to find time for drawing and tool-work, and thus to secure a more liberal, intellectual, and physical development—a more symmetrical education."

#### AT THE COLLEGE OF THE CITY OF NEW YORK,

The object of the mechanical course "is to furnish the student with such manual skill, and such a general knowledge of tools and methods of working in the arts in which wood and metal are employed, as will give him an intelligent comprehension of any mechanical operation or device, and enable him, with proper study and practice, to master any handicraft or mechanical profession to which his attention may be directed in after life."

PROFESSOR HENRY M. LEIPZIGER,

Of the Hebrew Technical Institute of the city of New York, in an essay on the "New Education," advocates "a harmonious training—that the mind should be trained through the hand and the eye."

DR. CALKINS,

Superintendent of the New York City schools—well-known as the author of a manual of object teaching,—in a lecture delivered recently, said:

"Hand-work is unquestionably an essential factor in mind training. Nothing beyond this development of mental power and skill should be sought in the public schools. There is no place for specific trades in them; but a place should be found for whatever is essential to such development as is necessary to the welfare of the pupil, and for the good of the community."

DR. ADLER,

The founder and director of the famous Workman's School in the city of New York, "finds it necessary to mark the distinction between the creative methods applied to education and what is commonly known as industrial education. A great deal of confusion is often caused and a vast amount of prejudice is needlessly aroused by the use of ambiguous terms, especially in designating new methods or ideas. The phrase, 'industrial education,' may have, and has acquired two entirely distinct meanings. As understood by one party, it means the kind of education that is intended to foster industrial skill and to fit the pupil, while at school, for the industrial pursuits of later life. Perhaps the majority of those who insist on the importance of industrial education in public schools, and who are urging its adoption use the phrase in this sense. And the strenuous opposition to industrial education on the part of many teachers is doubtless explicable by the same understanding of it. They declare with some vehemence, and, I firmly believe, with entire justice, that the state violates the rights of children when it undertakes to prescribe their future career during the school age, and that the public system of education should be kept free from any subservience to 'the bread and butter interests' of later life. But there is a totally different sense in which the phrase 'industrial education' may be understood—not that education shall be made subservient to industrial success, but that the acquisition of industrial skill shall be a means of promoting the general education of the pupil; that the education of the hand shall be a means of more completely and more efficaciously educating the brain. It is in the latter sense, in which labor is regarded as a means of mental development, that industrial education is understood by the most enlightened of its advocates. They are well aware that to introduce a trade into the school is to degrade the school; that to take away from the young the time that should be dedicated to the elements of general culture, and devote it to training them in a special aptitude, however useful later on, is to impair the humanity of children. They desire nothing of this sort, and they ask that a work-shop be connected with the school, for no other reason than that a chemical laboratory is connected with every college."

DR. VON TAUBE,

Principal of the Gramercy Park Tool House, says:

"Most people, even intelligent ones, generally regard the manual training schools as designed chiefly to teach a trade. That is indeed one of its purposes, but it is a very subordinate one. The real object is not to make artisans, but to form men; to develop, not alone handicraft, but mentality. It is the employment of tools, not as an end, but as a means. It confers knowledge through the application of knowledge."



This array of quotations from men well qualified to speak on the subject of education, has very deep significance. Manual training is pursued simply as a means of mental development and as such it has passed beyond the experimental stage. But the doors of the manual training schools are practically closed against a very large proportion of our children, to whom in the primary and grammar schools we much seek to give such training as shall ensure the fullest possible development of all their powers. The kindergarten system, as is very generally conceded, provides for this at one end, which may be distinguished as the objective or qualitative period of education; between that and the period when judgment is formed and the reasoning powers called into play, as in the exercises of the manual training school, lies a field which from the fact that it comprehends all the systematic training many of our children are likely to get, makes the training given of supreme moment to the individual, as well as to the community. No form of training which does not tend directly to the development of the mind, which is not conformable to the laws of its growth, should have place in any period of school life. Industrial education based on true pedagogical principles, has a natural place in a course of study which provides for the harmonious development of all the faculties, and so far from lowering the educational standard, this new factor will strengthen it.

#### GENERAL FRANCIS WALKER,

who as president of the far-famed Massachusetts Institute of Technology in Boston, is better qualified than any other man to speak authoritatively on the subject of technical education, realizing that the mass of our children must be reached through the instrumentality of the public school, defines industrial education, showing that it involves, first, the teaching of the elements of geometry, physics and mechanics; secondly, drawing; and thirdly, shop-work. He advocates "beginning with the pupil at the stage when kindergarten methods and appliances are exhausted of their efficiency—the pupil should then be instructed in the elementary principles of physics and mechanics through the use of simple models and apparatus, and should become familiarized through frequent statements and illustrations with the fundamental conceptions of geometry. Elementary conceptions should be implanted as early as possible. Take for example, the conception of a plane, the most important of all conceptions for the purposes of the geometer, the astronomer, the mechanic."

## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### A FIRST READING LESSON.

BY MRS. H. H. STRAIGHT, Normal Park, Ill.

**OBJECT.**—Primarily, observation and comparison; secondarily, first step in study of leaves.

**PLAN.**—Supply each pupil with several varieties of leaves, and with drawings of same. Lead pupils to compare their leaves with mine, their leaves with one another, and their leaves with the drawings. Conclude with a reading lesson, and obtain, indirectly, comparison of written sentences.

**PRINCIPLE.**—Decide nothing for the pupil, but let him decide each question for himself or leave it open.

**PRINCIPLE.**—Do not force activities, but give them material to work on, and watch.

#### LESSON.

Each child may hold up a leaf like I have in my hand.

I notice several children holding up leaves that are not like this one. Look again. I will hold it closer to you.

Now you may put your leaves in piles, laying all those that look alike in a little pile by themselves. You may help each other.

Katie, how many piles have you at your table? John, how many kinds of leaves have you? (etc., offering no corrections to classification, but allowing opinions to differ.)

Now you may take a leaf like the one I hold up, and lay it on the leaf-picture that looks most like it.

(Selection of similar leaf and searching of charts for its picture. Oversight, but no assistance from teacher,

who is intently gauging the power of comparison possessed by different children.)

Here is my leaf again. Class, hold up yours. Mary, what have I?

Mary. You have a leaf.

And what has Jane?

Mary. Jane has a leaf.

Jane, what has Mary?

Jane. Mary has a leaf.

And what have you, John? Hold it up high.

John. I have a leaf.

How many of you would like to see how Mary's story looks on the board?

(Raised hands.)

Well, Mary, you told a story about me, didn't you? What was it?

Mary. You have a leaf.

This is how that looks. Now shall I show you John's? What was it, John? (etc., until all four sentences are written.)

Jane, could you find your sentence now?

Yes'm.

Which is it?

The third one.

Say it again for me, please.

Jane. Mary has a leaf (looking at written sentence).

John, could you pick out yours? (etc., until all have found and repeated their own.)

Who remembers whose story this is? (pointing to third.) Well, Josie?

Josie. That is Jane's sentence.

What did Jane say?

Josie. She said, "Mary has a leaf."

Who knows whose sentence this is? (etc., until all sentences have been recognized and repeated by others than their authors.)

Class, tell me this story.

Class. Mary has a leaf.

Class, make this story true, (pointing to "I have a leaf." Each child that recognized the sentence picked up a leaf.)

Question by observer: What is the principle of this reading lesson?

The association of oral and written symbols, strengthened by appropriate action.

There are various forms of representation that should be combined with this lesson, such as molding the leaf, painting it, and drawing it. The molding, when done by very little children, is simply pressing the leaf into a surface of soft clay. They find, to their surprise, a startling resemblance to the leaf in the impress left, and this assists them in drawing it.

Question. How much time would you devote to this lesson?

The objection to spending half an hour all at once upon the lesson is not that the children's interest would flag, but that that is too long for them to sit still.

Question. Would you correct the children's mistakes in comparison?

Do we learn by being told that we are wrong, or by being educated up to a point where we see for ourselves that we were wrong? I should simply point to that part of the leaf which he had not closely observed. A thing may be right from the child's standpoint when not from the teacher's, because the child sees less. If his comparison is correct as far as he sees, to him it is right.

Question. Some children acquire the power to see resemblances and differences more quickly than others. When one-half of your class outstrips the other half, would you plan the next lesson for the half that don't see?

I should give the same lesson to the entire class, but should provide for the slower pupils leaves with very broad differences.

Question. How does this differ from a botany lesson in a higher grade?

The more advanced pupils might have the same leaves, but they would make a closer classification and a fuller description. This kind of work affords the very best of language culture, because words are used in their application to things. The language is necessarily exact and necessarily truthful.

#### SECOND LESSON.

At a second lesson in this series, fresh leaves were distributed, and comparison was continued.

The sentences of the first reading lesson were given the pupils, written on slips of paper, and each pupil was invited to select his own or that of some friend. They were also written again upon the board and those on the papers were "matched" with those on the board by the

pupils. Pupils were called upon to "make what your paper says true." Sometimes the sentences were read aloud; sometimes they were read silently and interpreted in action.

Mrs. Straight does not believe in "methods of teaching," but in the faithful study and application of psychological principles. Her aim in these reading lessons is to so fully occupy the child's mind with thought that the written forms will offer the least possible difficulty. She seeks the most vivid association of thought with its written symbols. It would be incompatible with her philosophy, during these first lessons, to say to the pupil, "Show me the word 'have' in the second sentence," because that would be forcing an analysis that will take place spontaneously if patiently waited for. When the pupils are observed to begin this analysis, which they will do after a few lessons, it would not be unphilosophical, if the child makes no attempt to read a sentence (for children taught this way will not try to read unless they know, or think they know, the entire sentence) to ask him how much of the sentence he knows. That words may come to be recognized in new constructions, a continual repetition without monotony is resorted to. It is not advisable to plan the sentences for a whole course of lessons, because the teacher, in endeavoring to get the day's prescribed statements or questions from the children, will unavoidably obstruct their thought by substituting her own. In making their own reading lessons, the pupils should work under guidance, but not under dictation.

### A FEW QUESTIONS ON COMPOSITION.

Is it possible to teach the average child in three years to write legibly, correctly, and rapidly, a page of English?

Do we need special text-books on language teaching? Are not our geographies, arithmetics, histories, etc., sufficient?

How would you use pictures in language teaching?

How would you use stories?

How would you develop the logical faculty by means of written work?

Is a knowledge of formal grammar, as the word is usually understood, any assistance in language work?

What do you think of the plan of writing incorrect syntax for children to correct?

What do you think of the plan of giving children single words, as "are," "has been," etc., and requiring them to weave them into sentences?

What, in your opinion, is the best plan for getting pupils to express their own thoughts, correctly and fluently, in complete sentences?

### GEOGRAPHICAL AIDS.

#### 1. BLACKBOARDS.

a. For drawing lines of definite lengths.

b. For drawing outline diagrams.

c. For drawing outline maps to be filled in by the pupils. (These outlines can be marked in white paint, moistened with water, so as to be easily washed off when necessary.)

d. For the drawing of complete colored maps of states and countries.

#### 2. MAPS.

##### Political.

a. Of the Continental Divisions (on the same scale.)

b. Of the states (on the same scale.)

c. Of the sub-divisions of the continent (on the same scale.)

##### Physical.

These, for use in the lower classes, should carry at once ideas of elevations and depressions.

##### Geological.

These should only be used in the higher classes, and always accompanied by specimens.

##### Special.

Constructed by the teacher or older pupils, showing the:

Distribution of earthquakes.

" rain and storms.

" plants and animals.

" the human races, etc.

O. S. FOWLER, of the publishing house of Fowler & Wells, the veteran phrenologist, author, and lecturer, died recently at his home in Sharon Station, N. Y., in the seventy-eighth year of his age. Mr. Fowler was a graduate from Amherst College in the class with Henry Ward Beecher. He became the recognized founder of practical phrenology in America, and, like Greeley, Beecher, and others of his co-workers, he died in the harness.



# ENTRANCE EXAMINATION QUESTIONS. NEW YORK STATE NORMAL SCHOOLS. SEPTEMBER 7, 1887.

(Prepared by a Committee of Normal Principals, and published by the State Department of Public Instruction.)

## ARITHMETIC.

[The work should be written out in full in the answers.]  
[Correct answers will receive five credits each, and a proportionately less number will be allowed as the answer approximates correctness.]

- Express by Arabic and by Roman characters two million, twenty thousand, one hundred and nine cen.
- Express by words and by Arabic characters MLXCCCXLIV.
- Express by words 290602026092309.
- What is the least number that will exactly contain 48, 20, 21, and 24?
- What is the greatest number that will exactly divide 505, 703, and 434?
- Perform the operations indicated by signs in the following:  
 $3\frac{1}{2} + 2\frac{1}{4}$ ,  $3\frac{1}{2} - 2\frac{1}{4}$ ,  $3\frac{1}{2} \times 2\frac{1}{4}$ ,  $3\frac{1}{2} \div 2\frac{1}{4}$ .
- If A. and B. can mow a field in seven days, and A. B. and C. mow it in five days for \$25, what ought C. to receive?
- Give the tables for avoirdupois weight and for square measure.
- If it is 1h. and 30m. P. M. at Louisville, longitude 85°, 30' west when it is 12h. 35m. and 40 sec. at Mexico, what is the longitude of Mexico?
- Write three-eighths of one-tenth decimally and reduce it to a simple decimal.
- Divide five-hundredths by five hundred, decimally.
- If a merchant buys cloth at 36 cents and sells at 40 cents, what is the ratio of his gain? If he sells at 40 cents and loses four cents, what is the ratio of his loss?
- What is the rate of interest in this state, and what does the expression mean? What is usury, and what is the penalty in this state?
- What rate per cent is one-eighth, one-third, one-twelfth?
- What rate per cent of the whole should C. receive in the seventh example?
- What is the face of a note worth \$5,070.45, with interest at 17 per cent?
- If a banker pays 101½ per cent, for five per cent bonds due in one year, what rate of interest will he receive?
- With five bushels of wheat at 80 cents per bushel, and five bushels of rye at 60 cents per bushel, how many bushels of oats must be added to make a mixture worth 60 cents per bushel?
- What is the square root of 389,017?
- What is the cube root of 389,017?

## GEOGRAPHY.

[Correct answers will receive four credits each and a proportionately less number will be allowed as the answers approximate correctness.]

- Define equator, tropic, colatitude.
- Define latitude and longitude. Name two places which have no latitude. What is the prime meridian?
- Name all the causes of the regular change of seasons.
- What is the province of Physical Geography?
- What are the principal causes of climatic differences?
- What are ocean currents? Describe one of the most important.
- How is rain caused?
- Define and give examples of water-shed, delta, estuary, canon.
- Name the largest river of each of the grand divisions; give its general direction and tell into what body of water it flows.
- Define and give example of mountain, volcano, plateau, plain, valley, promontory.
- Name the principal mountain range in each of the grand divisions and one of its loftiest peaks.
- What is the latitude of New York City?
- What states are adjacent to Pennsylvania?
- What are the natural boundaries of Illinois?
- How does the climate of the Pacific States differ from that of the Atlantic States in the same latitude? Explain the difference.
- Locate five of the most important cities of the United States.
- In what does the natural wealth of the United States consist?
- Locate the most important city in each of the following countries: England, France, Austria, Germany, Turkey, Russia, Japan, Brazil.
- What are the characteristics of the Mongolian race?
- Which grand division has the longest coast-line in proportion to its area? What are the advantages of such a coast-line?
- What are the principal grain-producing regions of the world?
- Locate Dresden, Halifax, Belfast, Boroce, Tasmania, Sicily, Java, Canton, Calcutta.
- Locate Lake Geneva, Thun, Bolkal, Wetter, George, Titicaca, Pontchartrain, Killarney.
- What are the principal forms of government in civilized nations?
- Which form predominates in Asia? in Europe? in South America?

## GRAMMAR.

[Correct answers will receive 10 credits each, and a proportionately less number will be allowed as answers approximate correctness.]

- Selection.—(1) "In those happy days, a well-regulated family always rose with the dawn, dined at eleven, went to bed at sundown. (2) Dinner was invariably a private meal; and the few old burghers showed incontestable symptoms of disapprobation and uneasiness at being surprised by a visit from a neighbor on such occasions. (3) But though our worthy ancestors were thus singularly averse to giving dinners, they kept up the social bonds of intimacy by occasional biquitous called tea-parties."
- Tell the kinds of noun in the above selection, and the case of each noun, and the word that governs it.
  - Write the word "family" in the plural form, and the word "ancestors" in the possessive case.
  - Give the adjectives in the selection, with the word to which each adjective belongs; and compare all that can properly be compared.
  - Decline the pronouns, I, thou, he, she, it, who.
  - Give the principal parts of the irregular verbs in the selection, and give the first verb in the potential mood, present perfect tense; and give the third person singular of the verb be in all the moods and tenses.
  - Tell which words are conjunctions and which are prepositions.
  - Tell what kind of phrases are used in the selection, and which are adjective in value, and which are adverbial.
  - Mention all the adverbs given, and compare those that can properly be compared.
  - Are sentences (1) and (3) simple, compound, or complex?
  - Analyze the third sentence by any method you prefer.

## INFORMATION LESSONS.

I.



THE PINEAPPLE.

Does the pineapple grow on a tree? Where do the leaves spring from? Describe the leaf. (Long, stiff, sharp-pointed.) Where does the flower appear? Describe the fruit as you have seen it in the market. The tufts of small leaves at the top are used by gardeners for planting. They in turn become plants and bear fruit. The pineapple is a native of America. Grows best in a moist, hot climate.

II.



THE DATE.

Have pupils point out cluster, leaf surrounding stem, single date, and stone. How many have seen dates? Describe them. How do dates grow, singly or in clusters? A bunch of dates weighs from 20 to 25 pounds. The tree resembles the cocoanut-tree; and like it is very useful in hundreds of ways, even the date stones or seeds are roasted and used as coffee; an oil is also expressed from them. The sap is made into a kind of wine. Baskets, fans, and walking sticks are made from leaf stalks, the leaves are made into bags, mats, etc., the wood is used for building. The tree is a native of Africa and Asia.

III.



THE BANANA.

Is the banana tree as tall as the cocoanut tree? Has the banana tree any branches? Has it any bark? (No. It is an inside grower, the stalks of the leaves seem to spring from the root;

entwining each other and forming the trunk?) Where does the blossom appear? Describe the appearance of the fruit. How many stems of fruit does a tree bear? (One, and but once, then it dies. Its life may be prolonged by bandaging the trunk where the blossom would appear.) What is the color of the blossom? (A reddish purple.) The blossoms and fruit, both ripe and green, are seen on the same stem. How are young trees obtained? (Young ones spring from the roots of the old. If transplanted, care must be taken to secure some of the old root.)

IV.



THE PALM.

Where do cocoanut palms grow? Describe their appearance. Where does the fruit grow? Describe it. What are the uses of the tree? (Have pupils read on this subject, and find out a few of the hundred uses made of different parts of the tree.) How is the fruit gathered?

## THINGS OF TO-DAY.

The king of Holland, has an illness that may terminate fatally. The heir to the throne is only seven years old.

A serious riot occurred at Cork, as a result of the arrest of William O'Brien.

The cattle men of the western ranches, are forming the "American Beef Pool," for the purpose of obtaining higher prices for their cattle.

The body of Gen. Kilpatrick, who died in Santiago, Chili, in 1881, has been sent to New York for interment.

At a small village near Nashville, Tennessee, the floor of a church gave way during a revival meeting, and over fifty persons were injured.

The number of cases of cholera in Rome and other Italian cities is increasing.

Mr. Powderly says, that in his next annual message, he shall advocate government ownership of telegraph and railroad lines, and the establishment of a postal savings bank.

President and Mrs. Cleveland were entertained recently, by George W. Childs, at Wootton.

It is reported that Prince Ferdinand is to retire from the Bulgarian throne.

There is a strong sentiment in Canada, in favor of the negotiation of treaties by the colonial government.

Extensive forest fires have been raging in Macedonia.

November 11, has been fixed as the day for the hanging of the Chicago anarchists.

Over \$100,000 has been raised to aid American art by wealthy citizens of New York. They want an additional \$100,000.

Washouts have occurred on the Southern Pacific Railroad, the damage amounting to \$200,000.

A crowd of men who were to attend a political convention, collected in front of a savings bank, in Binghamton, N. Y. This gave rise to rumors, causing such a run on the bank that it was nearly wrecked.

Col. Fred. D. Grant, son of General Grant, has been nominated by the Republicans of New York, for secretary of state.

It is proposed to hold an international convention, for the purpose of adopting a new system of fog signals at sea.

Luke Pryor Blackburn, who was elected governor of Kentucky, in 1870, died at Lexington, September 14.

The corner-stone of St. Joseph's Hospital for incurables, was laid in New York, September 14, by Archbishop Corrigan.

An English detective, now in this country, is said to be an agent of the London Times, sent here for the purpose of watching the movements of the Fenians.

The parade in celebration of the one-hundredth anniversary of the adoption of the constitution, in Philadelphia, was one of the largest ever held in that city. It was six hours passing the official stand, and was witnessed by 250,000 people. President and Mrs. Cleveland, and many other distinguished people were present.

Scrofulous humors, hives, pimples and boils, are cured by Hood's Sarsaparilla. Sold by druggists.



## FACT AND RUMOR.

Oliver Wendell Holmes wrote a new version of "Hail Columbia" for the constitutional celebration in Philadelphia.

Miss Kate F. Kimball, whose name is a household word among the 100,000 members of the Chautauqua circles in her capacity as secretary of the university, is still a young woman in her twenties.

A wealthy gentleman of Florida has offered \$2,000 for the erection of an observatory for Prof. Proctor in that state.

F. Marion Crawford was the successful competitor for the position of poet-laureate at the constitutional celebration at Philadelphia. He is the son-in-law of Gen. Berdan who is known in army circles as the "General of Sharpshooters."

A chair of Pedagogy has just been established in the Ohio Wesleyan University, Delaware.

Industrial education is a part of the regular training in the public schools of New Haven, Jamstown, Chicago, Cleveland, St. Louis, Philadelphia, Boston, and Worcester.

The Secretary of the Treasury has sent a silver medal to Miss Edith Clark, of San Francisco, for saving a schoolmate from drowning on Aug. 31, 1886.

Prof. Francesco Durante, president of the Society of Surgeons in Italy and professor of surgery in the Italian University in Rome has just sailed for Italy. While in this country he visited hospitals in Philadelphia, Baltimore, and New York and spoke in flattering terms of America, its people, and institutions.

The meaning of the monument is a patriotic poem by Frank Cowen, read at the dedication of the soldiers' monument at Braddock, Pa. It is a fitting tribute to the dead who rest there.

The liberality of the Vanderbilts (father and son) has enabled Vanderbilt University to offer free instruction in manual technology to all students, and to open the class in road engineering to one properly qualified highway official or deputy from each county. These privileges are not restricted by state laws, but are limited only by the capacity of the university.

## EDUCATIONAL NOTES.

## CALIFORNIA.

The University of the Pacific, at San Jose, now numbers 340 students. This institution is under the management of the M. E. Church, and is recognized as one of the best schools on the Pacific coast.

San Francisco now boasts a "Christian Science Institute" among its educational acquisitions.

The corner-stone of the Cogswell Polytechnic College was laid in San Francisco a few days ago. It will be remembered that Dr. H. D. Cogswell, some months since, endowed the institution to the amount of over a million dollars. The work of construction is rapidly going forward, and the building will, it is hoped, be ready for occupancy early in 1888.

The educational storm lately caused by Dr. Stratton's acceptance of the Mills College presidency, has subsided, and harmony prevails.

Dr. Holden has tendered his resignation as president of the State University, to take effect on the completion of the Lick observatory. He will continue as chief director of the observatory at a salary of \$5,000 per year. Dr. Holden recommends the appointment of Professors J. M. Shabard, J. E. Keeler, and E. E. Barnard, as assistants, at salaries of \$3,000 each.

Considerable dissatisfaction exists in various parts of the state on account of the lack of sufficient funds with which to maintain country schools the desired length of terms. The districts receive about the same amount as formerly, but the people generally are demanding longer terms without a reduction of teachers' salaries.

One of the most interesting topics of the late Methodist Episcopal conference was a discussion relative to the establishment of a branch of the University of the Pacific. A point in Tehama county, twenty-five miles south of Red Bluff, is being favorably considered, that quarter offering a donation of 3,200 acres of land. The trustees are instructed to use great care, and to accept no offer whereby any possible debt can be incurred in carrying out the project.

Dr. Cogswell has furnished proof, for the second time, of his affection for scientific learning in California. Following closely upon his endowment of the Polytechnic College, comes the founding of the Cogswell California College of Dental Surgery, of which the donor is president.

At a late meeting of the board of regents of the State University, it was decided to loan \$200,000, secured by mortgage on San Francisco real estate. The university will shortly come into possession of \$50,000 more, the proceeds of the Thompson bequest.

Marysville, Cal.

C. M.

## COLORADO.

At a meeting held in Denver, August 6, the state board of examiners fixed the following conditions as requisite to a recommendation for a state diploma without examination:

1. The individual must have a diploma from some other state or from some institution of learning which represents scholarship equivalent to that required to pass a regular state examination in this state.

2. Eminent service is defined to mean service as superintendent of public instruction, superintendent or principal of city or graded schools of full course of eight years, presidents and professors of the state educational institutions, principals and assistant principals of high schools.

Yuma will soon be able to boast of having the finest school building along the line of the B. & M. in Eastern Colorado.

The fall term of school in the Pleasant Hill district, more commonly known as the Starbird district, opened September 5, with Miss Lizzie Furniss as teacher in the grammar department, and Miss Marian Howard in the primary department.

Miss Frank Bunbury, formerly of Cedar Rapids, Iowa, will teach in Canon City, the coming school year.

One of the leading teachers of Ft. Collins is in good demand, judging from the reports of local papers. Miss Evelyn Bliss has

been offered positions in the Colorado Springs and the Nebraska state normal school. We have not heard which position she accepts but trust she is not to leave our own state.

Another Oswego normal school teacher has cast her lot in the "wild West." Miss Antoinette C. Rogers enters Longmont College as teacher of the normal and training department.

County Supt. Freeman, of Fremont county, complains of a lack of good teachers. One-half of the corps of county teachers for the ensuing year are strangers.

Florence will build a fine, \$5,000 school-house. It is to be of modern architecture and a model two-room house. E. F. Nichols and wife are the teachers.

Coal Creek schools will be under the principalship of Lee Champion of Des Moines, Iowa. The assistants are A. L. Jeffrey, of Indiana; Miss Celia Hedges, of Kansas; Ella H. Clark and Sadie E. Wiley, of Illinois.

The first Monday in September being a state holiday, the city schools had to begin work on Tuesday, September 6.

Pueblo, Colo. State Correspondent.

SUPT. F. B. GAULT.

## IOWA.

John W. Aker, having declined a renomination for the state superintendency, Henry Sabin, of Clinton, has been nominated by the republicans. The democrats have nominated H. W. Sawyer of Fremont county.

## MASSACHUSETTS.

EDUCATION IN MUSIC.—The Lexington normal music school held its fourth annual session this summer in Lexington, Mass. The town itself is one full of historic interest, being the scene of the first battle of the Revolution. It is only ten miles out from Boston, so all the advantages of the city may be had without its heat and noise.

There were about seventy-five persons in attendance, from all parts of the United States, comprising superintendents, principals, and regular teachers, as well as directors and teachers of school music.

Besides three hours instruction each day from Mr. Holt himself, there was one hour each given to chorus practice, harmony, and elementary sight-singing.

Each evening the class were together for an informal musicale a social, or concert, so that nearly every moment was filled with profit and pleasure.

There were several lectures during the course by such men as Dr. Larkin Dutton, of the Boston normal school; Dr. G. Wesley Emerson, of the Monroe School of Oratory; Mr. John W. Tufts, the well-known composer of some of our latest and best music, and at the graduating exercises on Friday, Aug. 20, there were most interesting and helpful remarks by Rev. Dr. Bixby, of Rhode Island; Rev. Dr. Winship; Prof. Hall, superintendent of schools in Leominster, Mass., and others.

As one of these gentlemen said, "Mr. Holt is such a good teacher because he is such a good learner. He is constantly learning how to teach, and whether one wants to learn to teach mathematics, or the sciences, or music it will be helpful to him to attend this school."

Another said: "I am pleased with Mr. Holt's system because it emphasizes these four things: Presentation, repetition, reproduction, and development."

Another said: "Mr. Holt gives us more than the philosophy of teaching music, for it is the philosophy of music and the philosophy of teaching."

He presents music to the child, not only so that he may, but so that he must, know it. "The grand business of life is to learn to think," and education in music is one of the best ways, if properly conducted, to teach the child to think. There has been a steady growth, both in numbers and interest, since the beginning of this school, and we feel to congratulate all who were in attendance, and trust that next year many more will avail themselves of the great benefit, both educationally and musically, of sitting at the feet of such a man as Mr. Holt.

S. L. D.

Mr. L. W. Mason, author of the National Music Course, the system used in the Boston schools, has been teaching in Col. Parker's summer school at Normal Park this summer; also for two weeks at Chautauqua. The latter part of his vacation he spent with his family in Buckfield.

## MAINE.

Oak Grove Seminary, Vassalboro, a school owned by the Society of Friends, was burned on the night of Sept. 1. Pupils lost \$800 in money, besides clothing and effects. One boy was burned to death. Loss on buildings, \$15,000; insurance, \$7,000.

Bates College begins its fall term with a much larger number of students present than usual. Prof. Carl Brann, of Bangor, is giving lectures before the students, and is creating a great interest in collections of insects.

State Supt. Luce has recently contracted for the erection of a new building for the Madawaska training school at Fort Kent. The teachers' convention recently held at Presque Isle was the largest ever held in Aroostook county.

Dr. M. E. Wadsworth, professor of mineralogy and geology in Colby University, has resigned to accept the position of president of the Michigan school of mines. His successor has not yet been chosen.

Mr. Charles H. Clarke, of Richmond, a recent graduate of Williams College, has accepted a situation as teacher in the colored university of Talladega, Alabama.

The fall term of Bridgton Academy opened with over 80 students. Llewellyn Barton, A.B., Bowin '84, is principal, and J. F. Libby, A.B., late of Waldoboro high school, associate principal.

Work is progressing favorably upon the new building for Ricker classical institute—one of the fitting schools for Colby University—at Houlton. The building will be known as Wording Hall. Cost, \$30,000.

Fort Fairfield village is putting up a \$8,000 school-house; also six new ones in town.

Saccarappa has a new high school building costing \$20,000 and an intermediate costing \$10,000.

A new school has been opened in the town of Gray to be known as Pennell Institute.

In Waterville an elegant new brick school-house has been built at a cost of \$13,000, for the grammar and intermediate schools.

It contains eight rooms. A brick primary has also been built at a cost of \$3,000.

Gardiner also appears with a new grammar school building costing \$10,000, and Bath, one costing \$12,000.

Orono, State Correspondent.

J. N. HART.

## WASHINGTON, D. C.

Mr. F. H. Butterfield, director of music in the public schools of Washington, D. C., has been teaching at Chautauqua this summer. He is now spending a few weeks at his old home in East Dixfield. Mr. Isaac Fairbrother, who, for a long time was in charge of the Jefferson school in South Washington, but is now supervisor of the schools of the fourth division, Washington, D. C., has been spending his vacation at his home in Hancock county. The schools have greatly improved under Mr. Fairbrother's supervision.

## NEBRASKA.

Prof. W. W. Drummond, with his old corps of teachers and five additional teachers, will continue to teach in the Plattsmouth high school. The building has been re-floored and repainted, and the teachers will enter upon their work with proud hearts and renewed vigor.

Prof. Sutton will be principal at Louisville, and Prof. Wilson at Weping Water.

County Supt. Spark, of Cass county, has issued a better grade of certificates this year than before; the pay of teachers is somewhat advanced.

## NEW YORK.

Prof. Alva Seybolt, of the Monticello school, has given up teaching, and entered upon the practice of law. He is succeeded by W. D. Haley, for several years a very successful teacher at Barryville, same county. Geo. U. Wuyant, a teacher of experience in Rockland, Orange, and this county, remains at Narrowsburgh this year.

Mr. Monroe H. Wright, of Hurleyville, has accepted the position of principal of the Wurtboro public school, and began his work Sept. 12.

The death of Daniel S. Dewitt left the Bloomingburgh school without a principal. The trustees tendered the position to Mrs. Dewitt, and, we believe—it has been accepted by her.

Mr. W. H. Clark succeeds Mr. I. H. Soule in the Mongaup union free school.

Joseph Taylor is retained as principal of the Liberty school. He is talked of as the future commissioner of the second district.

The uniform examinations, recommended by Supt. Draper, and adopted by many of the county commissioners, is a move that will meet the approval of a majority of teachers.

Wurtboro.

D. S. STRONG.

Insitutes were held as follows:

DATE.	PLACE.	INSTRUCTOR.
Sept. 12,	Ilion,	Prof. H. R. Sanford.
Sept. 12,	Onondaga Valley,	Prof. S. H. Albro.

## NEW JERSEY.

The school for convicts at the state prison, the first ever attempted in this country, was opened at Trenton on the evening of Sept. 8. A short address was made to the twenty-five convicts, who sat at four rows of desks, by Deputy Keeper Hemming, designed to stimulate a desire for study in the pupils. A. V. Stanley, and Frank H. Sidney, two well-educated prisoners, have been delegated as teachers. The attendance is optional. All the pupils were provided with slates and books. The session lasted two hours. As the accommodations are meagre, it will require a division into four classes to accommodate all the convicts who desire to attend.

## OHIO.

The law abolishing separate schools for colored pupils in Ohio has been obeyed in some places by keeping the colored schools open as before, but designating them as branches, or district schools. At Lebanon, upon the opening of the schools, the colored teacher found himself practically deserted, all his pupils having gone to the white schools for enrolment. The same happened at Oxford.

## VIRGINIA.

Rosser D. Bohannon, formerly adjunct professor of mathematics in the University of Virginia, has resigned that position to accept the professorship of mathematics in the Ohio state university at Columbus. James S. Miller, at present at the head of the engineer corps of the Norfolk & Western Railroad, has been chosen to succeed Prof. Bohannon.

Palmer Hunter, a well-known teacher, has been nominated by the Democrats of Campbell county for the state legislature.

Miss Margie Blackstone, who for a number of years has conducted an excellent private school at Accomac Court House, has decided to quit teaching for the present.

Prof. R. M. Saunders, president of the Norfolk Female College, lectured here Monday night on the wonders of the spectroscopy and radiant matter, giving many beautiful illustrations and dazzling experiments.

Prof. Robert W. Tunstall has been made sole principal of the Norfolk academy, with two assistants.

The Virginia military institute opened recently with 150 students. Many more are expected, and the session promises to be a very prosperous one. The institute was entirely destroyed by the federal troops under Gen. Hunter during the late war.

Gen. G. W. Custis Lee, son of Gen. Robert E. Lee, and president of Washington and Lee University, has been critically ill for some time past, and though somewhat improved, is not yet considered out of danger.

Mr. R. H. Carruth, of Boston, Mass., has recently donated 300 valuable books to the library of the Virginia military institute, with the assurance that other valuable gifts are to follow.

In response to an invitation from the authorities in charge of the Constitution Centennial, Chairman Venable and several other professors in the University of Virginia have gone to Philadelphia to take part in the exercises.

The most of the private schools, and many of the public schools in cities and large towns have opened for the school year with excellent prospects. The female colleges in Danville are said to be doing better than ever before.

Efforts will be made during the coming year to revive the state



educational association, which has been allowed to fall into decay, no meeting having been held since the summer of 1883.

Dr. James F. Harrison, Jr., has been compelled to decline the professorship of natural science in Randolph-Mason College, owing to his inability to get a release from the authorities in the university of Alabama, and Dr. B. F. Sharpe, a distinguished graduate of the Wesleyan University, Middletown, Conn., has been elected in his stead. Dr. Sharpe comes of a cultured and talented family, and has had several years' successful experience in teaching natural science.

(Osmoock. State Correspondent.)

FRANK P. BRENT.

## JERSEY CITY.

The schools of this city opened Monday the 12th, with a large attendance of pupils, except in one or two localities where the parochial schools have withdrawn many of the children.

In several of the school buildings, extensive repairs have been made, the "galleries" taken out, and the desks and seats, or settees, placed on the floor, much to the comfort and convenience of both teachers and pupils. At the last meeting of the school board Superintendent Edson submitted the following timely recommendations:

First—I recommend that a uniform system of class-record books be prepared and adopted for use in all our schools. Some convenient form can be devised which will make the permanent school records uniform and complete.

Second—I recommend that pupils be admitted to the schools only at stated times, for instance, the first school-day of each month, unless their absence at that time be due to sickness or other unavoidable cause. Pupils are now admitted at any time. There is a constant ebb and flow in the attendance, especially in the lower primaries, very detrimental to proper classification and satisfactory work. Principals and teachers are obliged to give altogether too much of their time to attending to stragglers.

Third—I recommend the enforcement of the truant law whereby pupils once enrolled in the schools shall be obliged to attend regularly. At present, few if any more pupils can be accommodated in the schools, but the attendance can be made much more regular by having two or three policemen detailed to call at the schools once or twice each week and enforce the provisions of the law in reference to habitual truancy. The average attendance in our schools is extremely low in comparison with the total enrollment.

Fourth—I recommend that this city be districted, as is done in other cities, and that pupils be required to attend school in their district, except in rare cases, and by special consent of the board or superintendent. Pupils now go from school to school as they please, even at long distances from home. At times they leave the school in their immediate neighborhood because they fail to be promoted at the regular examination, because they are disciplined for misconduct, or because for some reason they prefer some other school. All this tends to demoralize the schools, to crowd some which are popular at the expense of others. The schools from which the pupils drift are unduly weakened, and among those pupils who are left, there is created an uneasy and dissatisfied feeling. A committee of the board, with the aid of the school principals, would find no trouble in fixing the proper boundaries.

## NEW YORK CITY.

## OPENING OF THE PUBLIC SCHOOLS.

After a vacation of ten weeks the schools re-opened on Monday the 12th inst., all the teachers with a few exceptions being at the post of duty. Nearly all had been among the mountains or by the seashore and returned greatly invigorated and prepared to discharge the important duties of their responsible position. At the Normal College, though the day was very stormy, very few of the students were absent, the seats on the floor of the hall being occupied by them, while the galleries were filled by the graduates of the schools who in July had passed the necessary examination and had been admitted into the college. These numbered six hundred and sixty-six, and came from schools in the different wards of the city. Ex-President William Wood read one of the Psalms, and subsequently congratulated the students on their return to his favorite institution. President Hunter, in his address, urged those just admitted to form habits of industry and not to listen to any one who would seek to discourage them in the pursuit of knowledge. It was the occasion of regret to those who had reached years of maturity that they had not availed themselves of all the opportunities afforded them when young to obtain that knowledge which was essential to their success in life. Supt. Jasper and his assistants had a meeting on the day of school opening, and to each of them the superintendent assigned a district to visit in order to ascertain the condition of each school and to report to him in time that he might present his report to the board of education at its first meeting in October. During the vacation the superintendent of building, Mr. Debevoise was constantly employed in supervising repairs to school buildings, and the erection of two new ones, the board having appropriated nearly \$200,000 for repairs. Many of these changes in the interior of the buildings were of a most thorough character. Grammar school No. 38 in Clark St., has been entirely remodeled, at an expense of \$13,000. Heretofore there have been three departments in the building; hereafter there will be only female grammar and primary departments. The boys department will occupy the new school building in Kleg St., just completed with the primary department of No. 8, formerly in Grand St. near West Broadway. It is a very commodious structure, containing all the recent improvements, having all the necessary appliances, and costing, exclusive of the ground, \$105,000. No. 20, in Christie St. near Delancy, was erected in 1857, and is a strong, substantial structure, and cost for the four lots in which it stands and everything connected with its erection, less than \$70,000, the price of the lots being only \$18,000. Since that time lofty tenements have arisen on each side of the school building, darkening the class-rooms and preventing the free circulation of air. Portions of the brick side-walls have been taken down and in their place iron columns have been substituted, and large glass windows, furnishing the needed light. Other improvements have been made at a cost for the

whole work \$8,657.4 In a majority of the school buildings improvements have been made, either in repairs, in new heating apparatus, or in changes in the sanitary arrangements, which have been greatly needed, involving in several of them an expenditure in each building from \$3,000 to \$5,000. The steps of the front entrance to the normal college on Fourth Ave., and the foundation on which the railing rested, had begun to settle, the walk needed to be relaid, all of which was carefully performed involving an expense of \$7,000. Grammar school No. 2, in Henry St. near Pike St., has been rebuilt, and will be ready for occupancy not later than the first of November, at an expense of \$122,000. Special attention has been paid to light and ventilation, the furniture has been selected with special reference to the needs of the school, and the heating apparatus and plumbing are expected to answer the expectations of the school board. That school is one of the very oldest in the city, having been the second one organized by the Public School Society. The old school building was erected more than half a century ago, and although since enlarged, was found to be so defective that it had to be torn down. The male department was presided over for a long time by Mr. Henry Kiddle, who was its principal when appointed by the board of education, assistant superintendent of schools in 1856, and who was subsequently elected city superintendent, the duties of which position he so ably discharged. The board of education has employed the monies allowed for repairs and improvements in school edifices to the best advantage, and had it been allowed a larger sum, buildings could have been hired to accommodate the thousands of small children in certain sections of our city who have not been admitted to primary schools already overcrowded. Doubtless some provision may yet be made by which schools may be opened and those applying for admission have their wishes granted. At the meeting held on the 14th inst, the superintendent was instructed to report the number applying and not admitted, and the schools which could not receive the children. When all the facts are before the board it will be prepared to act in such a manner that all children applying for admission will be accommodated, and none be left to wander in the streets for want of school accommodation. J.

## NEW YORK CITY CORRESPONDENCE.

## INDUSTRIAL TRAINING AND THE BOARD OF EDUCATION.

Nothing in late years has so stirred up the Metropolitan Board of Education as the subject of industrial training. The persistent demonstrations of the Industrial Association; the advent of Miss Grace Dodge, its earnest advocate among the commissioners, and the attention that is being given to the subject in the other leading cities, all combined to send the committee on course of study and school books out last January on a tour of investigation.

They visited first the leading industrial institutions in the city—Cooper Union, the Metropolitan Museum of Art, the New York Trade School, Gramercy Park School and Tool-House, the College of the City of New York, the Hebrew Technical Institute, the Wilson and the Italian industrial schools. Then they journeyed east, west, north, and south. They visited the industrial schools of Boston, Baltimore, Philadelphia, Pittsburg, Columbus, Cincinnati, St. Louis, Chicago, Ann Arbor, Toledo, Cleveland, and Montclair (N. J.) The summary of their observations and reflections they have embodied in a report and a set of resolutions which, if adopted by the board, will make some radical changes in the "Teachers' Manual."

They recommend (1) carpenter work, or the use of wood-working tools for boys; (2) Modeling in clay, for both boys and girls; (3) Construction work in paper, paste-board, and other suitable material for boys and girls; (4) Drawing to scale, for boys and girls; (5) Sewing for girls, and (6) Cooking for girls.

In order to make room for all this, something of course has to be taken out of the course, for the committee do not think it wise to lengthen the sessions, nor to send the pupils into separate buildings for their industrial work. They have come to the conclusion, at last, that the names of unimportant rivers, capes, etc., away off in the wilds of Africa, Asia, and Oceania may be "excised" from the manual without serious detriment to the pupils. They propose to drop geography entirely from grades 1 and 2, and embody some of the history and descriptive geography now learned from text-books in reading lessons. It is also proposed to drop some work in arithmetic.

Special teachers are proposed for the new branches, and a special assistant superintendent to look after the industrial work.

The committee is agreed that manual training is to be admitted, not for the purpose of teaching special trades, but as an important factor in general education.

Last week, at the regular meeting of the board, a new evening high school was "resolved" into existence and fully equipped with teachers. The principal is to be Mr. Wilbur F. Hudson, with Mr. John F. Townley for general assistant. The other instructors appointed are:

Mr. Henry Wessels, Edgar D. Shimer, Isaac Berlitzheimer, William B. Clark, Henry Cassidy, John Walsh, John Harmon, Samuel McC. Crosby, Benjamin H. Toquet, Martin J. Hackett, James Lee, Alanson Palmer, William A. Owen, William H. Namack, John McNerny, Philip H. Grunenthal, Louis P. Hudson, S. C. Constant, Joseph M. Fernandez, Eugene Sheridan, Dubois B. Frisbee.

At a special meeting of the board, held Wednesday last, the debate upon the subject was begun. The chairman of the committee wished the matter to be thoroughly debated before any action was taken. Com. Sprague was prepared to accept the report of the committee as it stood. He was satisfied that they had given the matter a sufficiently thorough, careful investigation. Com. Wood doubted if any debate could improve the report—fearing it would result only in picking it to pieces.

President Simmons left the chair to urge the board to make haste slowly. He thought the whole matter of industrial training was yet in the experimental stage, and any attempt to engraft it upon the great school system of New York City should be made with great caution. He was not wholly prepared to see the school-rooms turned into kitchens and workshops, and he evidently felt tender toward the school system which he had helped to revise. He said it had been cut down to what he con-

sidered the lowest possible limit already. He did not see what could be left out.

Com. Sprague did, and he pointed out the uselessness of learning the names of far-off capes, rivers, and mountains, referred to in the committee's report.

Com. Holt said that it had been adopted in other schools, though not on just the plan proposed in New York. And he had yet to hear a doubt about its efficacy or practicability.

It was resolved to continue the debate at the next meeting.

E. L. BENEDICT.

## NOTES FROM OUR WESTERN OFFICE.

W. W. KNOWLES, Manager.

The exposition at Chicago is in full blast, and will continue till Oct. 22. It is more complete and systematic in all its departments—of science, industry, art, etc., than ever before—while the music, decoration, illumination, and restaurant, are the very best possible. To the close observer, a day spent here is of incalculable value; and to whom is such observation, and consequent comparison, of greater value than to a teacher in our public schools? The admission is nominal; all the railroads give reduced rates; and the opportunity for suggestion and improvement should be embraced by as many as possible. Any teacher within 200 miles can come in on Friday night, and return Sunday night in time for school Monday morning. Think of it! The teachers of Illinois will remember my promise to furnish outlines of the reading circle in the INSTITUTE. This promise was made under the impression that the outlines were to be prepared for the year by a committee, of which Mr. Gastman is chairman, and that all we would have to do would be to publish a portion each month. But it seems we were mistaken. Mr. Brown, of the Illinois School Journal, has been assigned the duty of preparing them, and consequently has control of them. To Mr. Brown's credit, we are glad to say that he is very liberal with them, and agrees to furnish them to all who will ask for them, whether they take the Illinois School Journal or not. Hence, through his liberality, we agree to furnish them to any of our readers who will write us for them. This will give them the complete outlines in better shape for use than they could possibly be in the INSTITUTE. We made the promise in good faith, and by the arrangement now made, shall be able to more than keep it. Mr. Brown deserves much credit for the service he is doing the reading circles of Illinois, as the outlines he furnishes will testify. Illinois now has one of the very best state journals in the Union.

## LETTERS.

A REQUEST FROM SUPT. A. P. MARBLE, WORCESTER, MASS.—Please introduce E. E. K., my admirer, who stands with his hat off (see issue of July 6), and warns me to get off the track on which he "must march," for fear that I may be "trodden under foot and left behind in the dust," etc. I am not greatly alarmed about "being forgotten there"; and I claim to be on the right road myself. It is of little consequence, however, what either he or I claim. After he will show that any of my positions are wrong, it will be time for me to switch off to another track. "Progress" is too vague a term; it may be applied to anything. And one with God is a majority. The fox that lost his tail wanted all the other foxes to cut off theirs. Some did, no doubt, and probably they did most of the howling; but I believe that the majority, though silent, kept their tails. And Elijah, the prophet, thought at one time that he was alone; but the angel of the Lord showed him that "They that are with us are more than" the enemy. On the question of majorities, refer him also to the following stanza:

"Broad is the road that leads to death,  
And thousands walk together there;  
But wisdom shows a narrow path,  
With here and there a traveler."

SCHOOL EXHIBITS AT COUNTY FAIRS.—I notice that in Pennsylvania there are going to be sixty-five county fairs held this fall. I know of no better place for the creation of public opinion among the inhabitants of the rural districts throughout the county. Here is an opportunity for commissioners and school officers generally to educate the parents and arouse in them a favorable sentiment toward new movements, methods, or appliances. New implements, new fertilizers, new methods of agriculture, renewed reports of experiments are continually presented. By observation, comparison, discussion, and criticism of the adaptability of the means to the end, the advantage or disadvantage, the truth or the untruth of these objects of attention abide. In either event there is growth of healthy opinion, and the cause, whether it be of agriculture or of any kind of home and social improvement, does not suffer. Let there be a healthy demand for anything on the part of the people at large, and public officers must meet it, and will strain every nerve to do so.

Now the point I wish to make is this: Do you know just what is done at county fairs throughout New York to help on the educational move, and is there anything more that you could suggest through your valuable columns? Such suggestions, accompanying a report of successful work already accomplished, might profitably be sent to the secretary of every county and local agricultural society in New York, who would be only too glad to make such reasonable additions to the premium list for next year as would commend themselves to every lover of educational progress.

EDGAR D. SHIMER.

Jamaica, L. I.

We are unable to give our readers definite information in regard to the prevalence of the custom of school exhibits at county fairs in New York state. We have heard of several, and have attended one or two fairs where such exhibits were held. This department attracted the most attention of any, was always crowded, and certainly proved a most excellent means of showing the parents what the pupils were doing. The pupils also took great pride in the exhibit and were stimulated to the performance of better things. Almost every county could receive a suggestion from Dr. Shimer's letter.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE STORY OF METLAKARTLA.** By Henry S. Welcome. Illustrated. Published by Saxon & Co., of London and New York. 488 pp. \$1.50.

In writing the story of Metlakartla, the author has drawn information upon the subject from official and other reports of the North Pacific, dating from the time of Captain Cook's voyages to the present. He has also had access to the Metlakartlans' correspondence with the governments, with the Church of England Missionary Society, and the various state documents bearing upon the subject. The chief object of the book is to place the story of the Metlakartlans before the American people and enlist their sympathy. The story in brief is told as follows: A tribe of savage Indians living in British Columbia, near the Alaska line, have been brought to Christianity under the missionary efforts of Rev. William Duncan. An effort from outside has at length been made to force upon them a ritualistic discipline which they do not accept, and the colonial government has taken them from them to which they laid claim. Appeals for recompense being refused, the Metlakartlans desire to remove to Alaska. The story of their trials and wrongs is told in full, which cannot fail of reaching the sympathy of all who read it. The book is tastefully bound in light blue and gilt.

**ST. MICHAEL.** A Romance. Translated from the German of E. Werner, by Mrs. A. L. Wister. Philadelphia: J. B. Lippincott Co. 411 pp. \$1.25.

Mrs. Wister's translations of German stories are among the most interesting and best of our novels. The present one exceeds, if possible, her others in charm and fascination. St. Michael was the name of an Alpine village, and the locality of the home of the principal figure in the book, Michael Rodenberg. The great pride of family origin, its connected aristocracy and bitterness, are brought out in their fullness and discomfort. All through, the plot and characters are sustained in their great interest, the lessons in real love and innate manliness are good ones, and, taken as a whole, it is hard work to find a better story of its kind anywhere.

**NEW GRAMMAR SCHOOL HISTORY OF THE UNITED STATES.** By John J. Anderson, Ph.D. New York: Clark & Maynard, Publishers, 771 Broadway. 410 pp.

In examining the plan of this work, it will be seen that so much of the history as belongs to the colonial period is presented in chronological order, and as related to the different English reigns. This departure from the usual arrangement, Dr. Anderson thinks, has many advantages. For instance, pupils studying the history of each colony, with no reference to contemporaneous events, are inclined to receive the impression that the narrative covers more time than is the case. Very wisely, Dr. Anderson has given fuller detail to the earlier than to the more recent history of our country, for the earlier history is generally of greater importance and interest, and will be more readily accepted because it has passed so far into history. The body of the book is divided into five sections: I. Discoveries and Explorations, II. Colonial Period, III. Revolutionary Period, IV. and V. Constitutional Period. There is also an Appendix, including The Declaration of Independence, The Constitution of the United States, The States, their Origin and Pet Names, The Presidents and Vice-Presidents, and Acquisition of Territory. There are also thirty-six large and small maps scattered through the work, it is fully illustrated with portraits and views, notes and explanations are found on almost every page, and questions at the bottom of each page. The book is attractively bound in red, with orange trimmings and edges.

**CALAMITY JANE.** A Story of the Black Hills. By Mrs. George E. Spencer. Cassell & Co., Limited, 739 and 741 Broadway, New York. 178 pp. 25 cents.

At might be expected from the title and locality of the story, there is in it a good deal of the far-Western terror and bloodshed. A young married pair, disowned because they loved each other and would marry, leave the comfort of an Eastern city for the wild life and speculations of the Black Hills. The description of their journey over the road, full of dangers from Indians; their meeting at a cabin on the plain, called "the hotel," with a very young, handsome, and daring young reprobate, representing a scout, but in fact a woman; all these things used as a basis for the story of "Calamity Jane," who was the young scout.

**THE OLD MAM'ELLE'S SECRET.** After the German of E. Marlitt. By Mrs. A. L. Wister. Philadelphia: J. B. Lippincott Co. 312 pp. 25 cents.

There is perhaps no better or more fascinating story of Marlitt's than "The Old Mam'elle's Secret," as translated by Mrs. Wister. It is thoroughly German in all its points of interest. It shows the love of money and pedigree, the cloak that is sometimes put on in the form of a hard religion, and the patient endurance under domestic tyranny. The secret of the old Mam'elle is the last straw to break the back of a family aristocracy. The close is more satisfactory than in any similar books, as facts are allowed to gather around the central point of interest and expectation, in a happy and natural manner. Altogether, the book is a very good one, and well repays a reading.

**A HOUSE PARTY.** DON GESNALDO, AND A RAINY JUNE. By Ouida. Philadelphia: J. B. Lippincott Co. 387 pp. \$1.00.

Ouida is the author of a good many novels, some long, others short. These three are among the latter class, bound under one neat, gray and gold cover.

"A House Party" represents an old English manor-house, with all its beautiful and comfortable adornments. An earl and his wife are planning for a houseful of guests to remain during the hunting season, and Ouida has shown, in her own peculiar way, all the ins and outs of the mild flirting of such a gathering of aristocratic people of that country. Half of the book is devoted to this first story. The second one, "Don Gesnaldo," is a shorter one, and details the history of the young vicar of San Bartolo, in the village of Marca, in connection with other characters. Generosa loves this young priest, but is married to an old man that she hates. She is young and beautiful; her old husband is murdered; she is accused, though innocent, and to save her the young priest confesses himself the murderer, and saves her life. "A Rainy June" is a series of letters, occasioned by the going of a young mar-

ried couple to the country seat of the wife, during a long, rainy time in June. The husband, an Italian count, is distracted and long for Paris and his gay lady friends. The letters show the effect of marrying a name and a little money.

**THEKLA.** A Story of Viennese Musical Life. By William Armstrong. Philadelphia: J. B. Lippincott Co. 289 pp. \$1.00.

This story will delight all lovers of music, as it is the narration of the growing up of a young and beautiful peasant girl, and her education for the opera, when she at last appears the delight of all. Mr. Armstrong has a very pleasant way of making a scene rise up before the reader in a clear and distinct way. His descriptions of scenery are good. The young girl's love for an old hepherd of her native mountains has been made very touching, and in all her success in later life she never forgot the scenes of her youth, even when she married a prince. The author has put a good deal of interesting reading in the pages of this volume. The paper and binding are of the best quality found among story-books.

**THE POETIC AND DRAMATIC WORKS OF ROBERT BROWNING.** In Six Volumes. Vols. V. and VI. Boston: Houghton, Mifflin & Co. \$1.75 per Vol.

These two volumes contain, respectively, Red Cotton Night-Cap Country, Aristophanes' Apology, The Inn Album, Pacchiarotto and How he Worked in Disemper; and The Agamemnon of Eschylus, La Saisiaz, The Two Poets of Croisic, Dramatic Idylls, Jocoseria, Feristah's Fancies, Parleyings.

Now that the study of Browning has become a rampant "fad" in so many of our schools, this edition is especially timely. Being printed on strong, heavy paper, in a plain cloth binding, it is well adapted for the handling it is likely to receive in the school room. Whether the alleged poetry within the covers will be able to withstand the handling which it is likely sooner or later to receive from honest critics is a question of time.

Browning, as a school exercise, is certainly tough fibre on which to sharpen young wits, and in this capacity, he is unquestionably useful. His strong dramatic instinct, too, and his powerful individuality is an excellent tonic for undecided minds: if they have no opinions of their own they can think as Browning thinks and be thankful.

He has no hesitancy in proclaiming himself one of God's chosen, and one in whose ear the secrets of the Almighty are confidentially whispered. This will be an immense relief to readers who want the mysteries of the universe interpreted off-hand. All that remains is to interpret the interpretation; and that is what our schools are diligently applying themselves to. When they have succeeded there will be a revision of poor, bumble Cowper's dictum, and it will probably read something like this:

Browning is God's own interpreter,  
But, Lord, who'll make it plain?

**ANNUAL REPORT OF THE BOARD OF SCHOOL VISITORS OF THE HARTFORD SCHOOLS.** 1886-87.

There is a great want of uniformity, according to the report, in the schools of the ten school districts of the town. In some, the newer methods of instruction have not been adopted, and the teachers and scholars are still struggling on in the old-fashioned way. In others the improvements adopted in the methods of teaching within the last few years render the progress of the pupils far more rapid and satisfactory than formerly. On the whole, however, there is an element of progress at work through the districts of the entire town, and so far as it is possible under the present system, without any means of enforcing regularity to the methods to be observed, the condition of the schools may be considered good. The acting school visitor complains that he is unable to find statutory or other authority for many of the duties he is expected to perform; and on the other hand is unable to carry out some of the requirements of the laws, especially that in relation to visiting schools. Objections are made to the high school in some quarters, on the ground that there is too much theory and not enough practice; but it is asserted that there is not a high school in the country where the children have such a fine opportunity as its laboratory affords of getting a practical knowledge of chemistry. According to the enumeration in 1886 there were 9,900 children in the ten districts. The average attendance was 4,332.

## LITERARY NOTES.

S. S. Cox, ex-minister to Turkey has just completed the first of two books upon which he has been engaged since last spring. It will be issued by the Putnam. The title is "The Isle of the Princess; or, The Pleasures of Prinkipo; the island of Prinkipo being one of a group in the Sea of Marmora."

Lee & Shepard have prepared a new edition of "Human Life in Shakespeare," by the late Rev. Henry Giles. The lectures comprised in this volume created a profound impression when delivered in Boston a number of years ago. The introduction is by John Boyle O'Reilly, who says, "This is a noble book."

Among the works of Ticknor & Co. to appear in October are: "The New Astronomy," by S. P. Langley; "A History of the Secession War," by Rosseter Johnson; "Music in the Eighteenth Century," collected and edited by Henry M. Brooks.

In "Educational Mosaics," by Gen. Thomas J. Morgan, John C. Buckbee & Co., of Chicago, publish a choice collection from many writers bearing on educational questions of the day.

There is a great demand for the edition de luxe of Randolph Caldecott's picture books, which the Routledge have prepared.

"The Russian Novelists," is a careful translation from the French of E. M. de Vogue, and gives most valuable information on the great novelists of Russia, their differing styles, the character of their works, etc. D. Lothrop Company have done a good thing for the reading public in having this translated by Mrs. Edmonds.

Houghton, Mifflin & Co. publish an extra September number of the Riverside Literature Series. It was prepared by A. S. Roe, principal of the high school at Worcester, Mass., and contains programs for the celebration of authors' birthdays.

The National School of Elocution and Oratory, Philadelphia, issues some excellent publications relating to the art of expression, among which are "The Elocutionist's Annual, No. 15," "Best Things from Best Authors, Vol. 5," "Choice Dialogues," "Choice Dialect," "Holiday Entertainments," "How to Become a Public Speaker," and other works.

Thomas Hughes is writing a Memoir of Dr. Livingstone for Macmillan's Men of Action Series.

Dr. William Mathews, the author of "Getting On in the World," "Oratory and Orators," etc., has prepared a new volume of critical and descriptive essays, entitled "Men, Places, and Things," which will shortly be published in Chicago by S. C. Griggs & Co.

Henry T. Finck, author of the clever book, "Romantic Love and Personal Beauty," is a well-developed man about thirty-four years of age. He is the musical editor of the N. Y. Evening Post, and a great lover of beauty in all its forms.

Ignatius Donnelly's Baconian cipher has been copy-righted in twelve languages.

Mr. Frank R. Stockton's sequel to "Mrs. Leeks and Mrs. Alchline," will be called "The Dusanets." It will begin in the December Century and will be concluded in three numbers.

An unusually important work is announced by Cassell & Company. It is "Martin Luther; The Man and His Work," by Peter Bayne, LL.D. Dr. Bayne's sympathy is as great as his literary skill, and he presents a vivid picture of the times of the great reformer.

One of the latest of the Appletons' books is "Scheherazade; A London Night's Entertainment," a novel by Florence Warden.

## BOOKS RECEIVED.

Butler's Physical Geography. By Jacques W. Ridway. Philadelphia: E. H. Butler & Co.

A Memoir of Ralph Waldo Emerson. By James Elliot Cabot. In two Volumes. Boston: Houghton, Mifflin & Co. \$3.50 per set.

Songs, Games, and Rhymes for the Nursery, Kindergarten, and Primary Schools, with Notes and Suggestions. By Eudora Lucas Hallman. Springfield: Milton, Bradley & Co.

Consolous Motherhood. By Miss Emma Marwood. Boston: Interstate Publishing Company. Mailing Price, \$1.65.

Philadelphia and Its Environs. Illustrated. Philadelphia: J. B. Lippincott Co. Edition of 1887. 50c.

Study of Rhetoric. By John F. Genung. Boston: D. C. Heath & Co.

My Beautiful Lady—Nelly Dale. By Thomas Woolner, R. A. A Voyage to L'ab-n. By Henry Fielding. The Banquet of Lato. By Percy Bysshe Shelley. A Midsummer Night's Dream. By William Shakespeare. A Tour in Ireland, 1776-1779. By Arthur Young. Knickerbocker's History of New York. By Washington Irving. Vols. I and II.

Each of the above books bound in paper, 10c. each. New York: Cassell & Co.

## CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue of Ohio Normal University and Commercial College, 1886-87. H. S. Lehr, A.M., President of Trustees.

Catalogue of Fairmount State Normal School, Fairmount, West Virginia, 1887. Conrad A. Sipe, Principal.

Catalogue of the State Normal School, Indiana, Pa., 1886-87. Leonard H. Durling, A.M., Principal.

Catalogue of Pittsburg Academy, 1887-8. J. Warren Lytle, Principal.

## MAGAZINES.

The interesting announcement is made in the September number of *The Book Buyer* that a Boston letter on literary topics is hereafter to form a feature of the periodical. The sketch of the month at this month are by Arlo Bates, and the principal article is by F. H. H. on "Illustrated Catalogues." *The Book Buyer* is published by Charles Scribner's Sons. One of the most pleasing articles in *Vick's Magazine* for September is entitled "Perfume of California Flowers." Beside this there are many of ours of interest, and a number of pleasant gossip on floral topics that lovers of flowers will read with a relish. Henry O. Avery, a graduate of the Paris Ecole des Beaux-Arts, contributes to *Scribner's Magazine* for October an interesting paper on that great center of art influence. It is elaborately illustrated. The Thackeray letters are concluded, with letters written during his two American visits. Prof. N. S. Shaler has a richly illustrated article on "Caverns and Cavern Life." "French Traits—Sense and Sentiment," is a critical essay, by W. C. Brownell. Among the other articles are a poetical tribute to Thackeray by H. C. B. on the author of "The Virgin," "The Story of a New York House," and "Airs from Arcady."—Charlotte Reeve Conover gives a description of rambles in and about the classic surroundings of Geneva in the September *Outing*. Stevens, the world-renowned biographer, concludes his narrative of his trip around the world. James Ricalton concludes his adventurous journey among the villages of Northern Russia. The mysteries of trolling and fishing in Lake George are explained in a lively, readable article. *The Atlantic* for September has another installment of Oliver Wendell H. Jones' "One Hundred Days in Europe." "A Study of Early Germanism," by Elizabeth Robins Fennell; "By River and Road in Russia," by Edmund Noble; "A Silent Guest," by Louis Chandler Moulton, besides several other articles and parts of serials.—The September *Cosmopolitan* is no less attractive than previous numbers. The frontispiece is a fine portrait of Sumner and Lowell. The second installment of the *Atlantic* Summer is given. George H. Fitch has more to say about "Millionaires of the Pacific Coast." "How the Persian Live" is a good described article, finely illustrated. "Hurricane Island," is the subject of an illustrated article by Herbert R. Smith. Stories and poems help to make up a very interesting number. "The September *Wide Awake* has a timely article on "The Centennial of the Constitution," with illustrations of Independence Hall and paintings and statues therein. "The Mosaic of Bread and Butter," and "Lucy's High Tea," are just the sort of every-day practical stories children take to. In the October installment of his serial story, "Olivia Dismal," in the *American Magazine*, Mr. Fawcett touches upon the coaching parade that is annually inflicted on New Yorkers. The same number contains Charles Ledyard Norton's illustrated description of "A Pot-Hunter's Paradise," and C. B. Adams' description of Chinese scenery and people. Speaker Carlisle gives a Democratic's reasons for the retention of the party in power at Washington, in the October *Forum*. Rev. Prof. Hurlin explains the significance of the dread sentence of excommunication in the Roman Catholic Church. General Walseley writes about Queen Victoria's reign, and Bishop Huntington points out what he conceives to be the great fundamental vice of modern social organization.—Some of the articles in the October *Popular Science Monthly* are: "What is Evolution," by Prof. Joseph Le Conte; the fourth paper on "the Economic Disturbance" since 1873; "The Savagery of Boyhood," by John Johnson, Jr.—The Lincoln history in *The Century*, by the private secretaries of Mr. Lincoln, Messrs. Nicolay and Hay, will deal during the coming year with the political and military history of the early period of the war. Facts never before presented to the public will be given in these papers. After November the war papers will be of a general, or at least untechnical sort.—An etching after A. Moore's "The Dreamers," from the frontispiece of the *Magazine of Art* for October. Other full-page pictures are "Going Westward," from the painting by Alfred Parsons, and "En Mer," from a painting by Frank M. Boggs.—The *Chautauqua* for October gives some remarkable material regarding what is known as the "Chautauqua Work." There are thirty-nine summer assemblies modeled after the original Chautauqua. These are scattered all over the United States.



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XV. The Story of Alexander's Empire. By John P. Mahaffy, Professor of Ancient History, Trinity College, Dublin.

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## THE PUBLISHERS' DESK

If you are a teacher or a school officer you are of course interested in learning where to obtain school-books, stationery, and supplies of all kinds for the school-room; including also school furniture of every description. It is a pleasure to be able to direct your attention to so reliable a house as the School Supply and Publishing Co., of 36 Bond St., New York. Mr. Arthur Cooper is the efficient and courteous manager, and will be pleased to send price-lists on application. Correspondence is solicited.

Experimental chemistry is one of the most popular studies in our schools today. Besides this, an increasing number of our students are looking forward to more serious laboratory work in a professional direction. For this reason, both teachers and pupils will be pleased to be reminded that Mr. E. B. Benjamin, of 6 Barclay St., New York, keeps on hand a large stock of first-class school and laboratory apparatus and pure chemicals, at lowest rates for the best goods. He is an importer and manufacturer, and is also agent for Non-Blistering Platinum.

Elocution has lately become increasingly popular as a study in our schools; it is something about which all people want to learn at least the rudiments. And there are few better opportunities for such instruction than in the popular text-book on the subject under the title: "Practical Elocution," by W. J. Shoemaker, A.M.—Manager of the Publication Department of the National School of Elocution and Oratory, of Philadelphia. In response to the request for illustrative reading matter, the book has been enlarged by the addition of one hundred pages of the choicest selections, affording the widest range of practice in the several departments of Voice, Articulation, Gesture, Analysis, and Expression.

There is a wide and increasing demand in our public schools for aids to the study of physiology, with special reference to the effects of intemperance upon the human system. This is the beneficent result of state legislation in that direction. Of course the effect is felt and seen on every side, and all the new charts of physiology or the recent editions of established ones, present special revision with a view to meeting this demand. This is particularly true regarding the well-known "Sivatha Charts," which have just been thoroughly revised and greatly improved. They are painted in oil and reproduced in chromo; and present many points of surpassing excellence.

The set consists of five separate charts, each 26 x 40 inches in size, executed in the highest style of the art. The plan is to represent the different organs as disclosed by skillful dissections, and yet with no repulsive features. By a most ingenious method of dissection all the organs within the human body are shown in juxtaposition, and as parts of one connected whole. This is an important feature in order to understand the physiological relations of the organs. In many other series of charts the organs are separated from each other and represented in side figures.

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Chart No. 1 represents the structure of man; chart No. 2 is devoted to sanitation; No. 3 illustrates the motive system; No. 4, the circulation. For further particulars address W. A. Choate & Co., 508 Broadway, Albany, N. Y.

Designs and maps are as truly indispensable in the school-room as the teacher's self. Many excellent teachers have not the technical skill to draw such maps and designs as they find useful in their school work; and others have not the time even though possessing the requisite skill. Such teachers will be pleased to be recommended to the Teacher's Publishing Company of 18 Astor Place, New York, who publish Shepard's School room Stencils and other excellent school aids, of which a complete catalogue will be sent on receipt of 10 cents.

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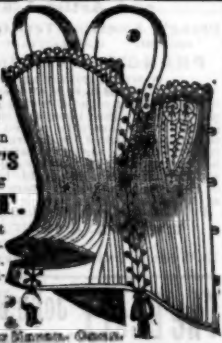
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